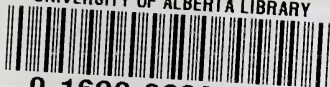


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W O R K - P L A Y B O O K S

Manual for
JIM AND JUDY

BY

ARTHUR I. GATES

with the assistance of

MARY M. BARTLETT

Instructor in Reading

New Jersey State Teachers College

Newark

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Reader-Manual for JIM AND JUDY



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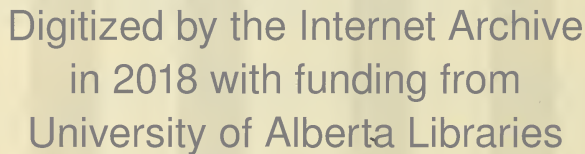
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Chapter I

THE UNDERLYING PRINCIPLES OF THE PRIMER PERIOD

Theories of method

The theories of method underlying *The New Work-Play Books*, as explained in the General Manual, are based upon the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience both in itself and in other activities and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order in relation to each other, so that the child may acquire the abilities needed in each stage for growth without confusion or conflict.

These requirements have been carefully complied with in the construction of all materials in *The New Work-Play Books*. The specific suggestions to the teacher for the treatment of each lesson are built upon these requirements.

Materials of the Primer Period

A wide variety of materials has been provided for the Primer Period. Specific suggestions to the teacher are included in this Manual for the following:

1. *Jim and Judy*, the Primer
2. The Preparatory Book which accompanies the Primer
3. Alternate preparatory activities (for classes that are not equipped with Preparatory Books)

Jim and Judy, the Primer, has as its purpose to provide the child with a carefully graded series of supervised experiences in reading both for leisure and for study, in related activities, and in the systematic use of printed books.

The materials of the Primer program provide for the development of certain reading techniques and so provide for the development that each skill and ability is developed to the extent needed and

at the time needed. It is one of the primary purposes of the material of the Primer Period to develop all skills necessary at this period to such an extent that they work harmoniously to form adequate and well-developed abilities in reading.

In addition to the Primer, *Jim and Judy*, there is provided the Preparatory Book which accompanies the Primer. The Primer Preparatory Book presents every word in lower case and upper case form and with various context clues and, in addition, presents every word that is used in the Primer before it is encountered in the Primer. For this and other reasons, the teacher is cautioned to use the Preparatory Book or alternate preparatory activities prior to having the children read the corresponding selection in the Reader.

A new technique, found in careful investigations to be most effective and efficient, is used in introducing each new word. This consists of an exercise in which the new word is presented in two forms—upper case and lower case. Where it is possible to illustrate the word, its meaning is also given by a picture. However, to avoid confusion there has been no attempt made to illustrate abstract words. With the new word is a story which indicates its meaning. This story or group of sentences contains no new words other than the one introduced. The text presents the word in several contexts. The picture and the text are designed to give the child as many picture and context clues as possible to use in recognizing the word. They are designed also to enrich its meaning by its use in various contexts.

After the word-picture-story unit has been studied by the child, he goes on to enrichment or co-ordinating exercises given on the front and back of the sheet. These exercises use the new words in various contexts as well as re-use words previously presented. These exercises are designed to co-ordinate and increase the child's skills and abilities in reading. They are in no sense tests, and the child should be encouraged to use the "dictionary cards" for reference while he is working out the exercises.

After the co-ordinating exercises have been completed, the word-picture-story unit may be cut out and filed or pasted alphabetically in a blank book to make a "dictionary" for future reference and study. The Manual gives a number of interesting and educative uses to make of these "dictionary cards" in later work.

In the event that the class is not supplied with Preparatory Books, detailed instructions and suggestions are given for the construction of a class dictionary whose purposes are the same as those of the individual dictionaries.

Special care has been exercised in the Preparatory Book so as to permit the child to work independently to a great extent. Although the Preparatory Book for the Primer contains a wide variety of exercises, each type is carefully introduced and reviewed frequently. When new types of exercises are introduced, vocabulary difficulties are kept at a minimum, with the result that the child is unhampered by other problems when he is learning to undertake a new type of exercise.

In each Preparatory Book the type size and the type face are exactly the same as those in the corresponding Reader. Furthermore, the same technique of "phrase breaking" is used in the Primer and the Preparatory Book, and the maximum length of line (four inches), which is considered desirable for readers, is also the maximum length of line in the Preparatory Book.

The Preparatory Book includes a carefully graded program for developing all the important types of reading abilities and skills. Through the use of the Preparatory Book the teacher is able to diagnose any difficulties which the child may encounter.

Graduated stages in reading development

Recent experiments have indicated that one of the outstanding reasons for the confusion and even failure of many children in the early stages of reading is the demand that they master too many skills at one time. Often so many demands are made that confusion and discouragement may well be expected. An outstanding feature of *The New Work-Play Books* is that the skills and abilities required in reading are introduced in the simplest and most helpful order.

Wide reading in books other than basic materials

When the child has become accustomed to the techniques of attacking new words and has developed the necessary basal reading skills, he should be stimulated to read many additional books. In the early periods of reading, however, the teacher may find it advisable to supply the child with much easy supplementary reading material. Unit Readers have been developed for supplementary equip-

ment which provide for enrichment in experience without undue vocabulary difficulty. There is a Unit Reader constructed for use after each unit of the basic reading materials in the Primer. These are so constructed as to give adequate review and further practice in reading the vocabulary introduced in the corresponding unit of the Reader, to enrich the child's experience along the lines of the general topic taken up in the corresponding unit, and to give the child some experience in working out the limited number of new words.

In addition to these Unit Readers the teacher will find detailed suggestions for supplementary reading. These suggestions are placed at the end of the daily lesson plans for each unit.

Word recognition abilities

To be an efficient independent reader the child must acquire the following essential skills in word recognition:

1. The ability to read new words when they are introduced.
2. The ability to work out efficiently the full recognition and pronunciation of words which have not been recognized instantly during the reading.
3. The ability to recognize previously studied words with increasing ease, speed, and accuracy during reading.

In planning a program to develop these essential skills, great care must be used so that the methods to develop them will not conflict with one another. The child must be given a variety of skills which harmonize with one another and which he learns to use to the extent and at the time of most usefulness.

In the Primer Period the child's attention should be definitely drawn to the initial sounds of words. He should not be required to master detailed analytical procedures. Little work need be done in instructing the child in the letters which represent the sounds. A growing awareness will result in his work with the dictionary cards. The main problem at this period is to develop gradually in the child the sense of initial sounds of words and to indicate to him in a general way that these sounds are represented by the first parts of words.

In the next stage of the work of the Primer Period, the child's attention is more definitely drawn (through the dictionary cards and the exercises) to initial letters.

Chapter II

TESTING AND CLASSIFYING PUPILS

1. TESTING ABILITY AND DIAGNOSING DIFFICULTY IN THE FIRST-YEAR PROGRAM

Serious disabilities in reading often result from failure to detect and correct a difficulty—even a minor one—promptly. When failure to learn to recognize certain basal words, to understand certain procedures, or to acquire certain techniques occurs, the child may be unable to master subsequent lessons. When he lacks the skills introduced at one stage, he may be bewildered by the tasks at the next stage. If confusion and frustration continue long, the child can be rescued from defeat in reading only by intensive diagnosis and remedial treatment. Such an experience is expensive for the school, trying for the teacher, and unfortunate for the child.

To detect and remove difficulties, misunderstandings, and confusions promptly, the teacher must be able to check up on the work of her individual pupils frequently. *The New Work-Play Books* include a carefully worked out series of diagnostic exercises and tests to enable the teacher to keep closely in touch with the pupil's attainments with a minimum of time and effort and with as much certainty as possible. It is the purpose of this chapter to explain this program, to give full directions for certain tests and to suggest various uses which may be made of the results of these tests. The Daily Lesson Plans give additional materials and suggestions for using certain sections of the Readers and Preparatory Books for testing purposes.

Careful diagnosis and testing of the pupil's progress during the first year is of special importance because the most serious difficulties are likely to arise during this period. For this reason, the provisions for enabling the teacher to determine the pupil's difficulties and attainments during the first year have been developed with greatest care. The tests are treated in detail in the Daily Lesson Plans. Certain types and techniques of testing are discussed in detail in this chapter.

The New Work-Play Standardized Reading Readiness Tests

The New Work-Play Standardized Reading Readiness Tests have been selected and standardized with great care. The test forms are on pages i to vi of the Preparatory Book which accompanies the

Primer, *Jim and Judy*. They are to be given immediately after the pupils complete their activities with *Beginning Days*, or the equivalent program. Full directions for giving and using these tests are given on pages 10-44 of this Manual.

Tests of attainment in the Pre-Primers

Pages 49-64 of *Off We Go* consist of work-type exercises which test as well as teach. These pages provide an appraisal of the pupil's ability to recognize all the words introduced in *Off We Go* and his mastery of various reading techniques, ability to tell and recall stories, to answer questions of fact, etc. Page 48 of the Supplementary Pre-Primer, *Now We Go Again*, is a test of the pupil's comprehension and recall of the stories in this book. The Daily Lesson Plans in the Manual provide the text for other tests of ability to deal with stories, and they give detailed suggestions for conducting tests of word recognition, of skill in silent reading, and other abilities.

Tests and diagnosis in the Preparatory Books

The Preparatory Books are designed to teach and test at the same time. Nearly every page is diagnostic. For example, in the Preparatory Book to accompany the Primer the picture story context exercises used to introduce each new word can be used at any time as a test of the pupil's ability to "work out" the recognition and meaning of a new word. Almost every page introduces activities which result in some form of objective response such as underlining a word, marking a picture, etc. A glance at the pupil's records or marks on the page enables the teacher to tell immediately how well the particular assignment has been mastered. As each lesson is completed, the teacher can determine which pupils may need additional work to achieve reasonable mastery of the skills, abilities, and vocabulary presented. The Manual provides suggestions for such additional work. Thus, the Preparatory Book provides systematic diagnosis of the mastery of each day's assignment. The teacher can promptly correct in an appropriate reading technique, incomplete learning, or any form of confusion or uncertainty.

At regular intervals throughout the Preparatory Book, furthermore, are systematic and extensive tests of mastery of the work. Thus the teacher can determine the thoroughness of learning through the mastery revealed after an interval of time.

The Preparatory Book for the Primer provides tests at frequent intervals of the following abilities:

1. Skill in working out the recognition and meaning of new words from picture-story exercises.
2. Review tests of basal vocabulary in context.
3. Review tests of words introduced in a chapter.
4. Sentence comprehension.
5. Paragraph comprehension.
6. Reading or directions.
7. Ability in story organization.
8. Word recognition and word analysis.
9. Ability to recognize phrases.
10. Skill in picture interpretation.

The Preparatory Book for the First Reader, *Down Our Street*, includes tests of all the abilities listed above and for certain others as follows:

11. Fullness and accuracy of comprehension in more specialized types of reading, such as reading to get the main idea, to predict what will come next, to note particular details.
12. Mastery of word-analysis activities, such as identifying little words in big words, rhyming words, phonetic elements, etc.
13. Comprehension of ideas in the selections in the Reader and recall, re-use, and comparison of several selections at one time.

Tests for the Primer and the First Reader

Exercises, questions, and problems based upon the content of the Primer are developed in full in the Daily Lesson Plans. The teacher is thus able to use them at the most suitable times. She may read them orally or print them on the blackboard or on slips of paper. These exercises and problems make provision for appraising the pupil's comprehension of a single paragraph or a short unit within a story, a single story, or several stories, such as those comprising a full chapter.

When the First Reader stage is reached, some of the comprehension exercises are presented in the Preparatory Book, and others are included in the Manual. Thus, adequate provision is made for

informal classroom activities and systematic testing. At this level an increasing number of exercises of the pupil's ability to recall, compare, and use in various ways the content of stories read previously is provided. Problems involving expressions of preferences and appreciation are also presented.

At various places in the Primer will be found one or more pages which contain no new words. These pages provide opportunities for the teacher to observe a pupil's silent or oral reading techniques while reading material free of vocabulary difficulties.

At the end of each chapter in the First Reader, *Down Our Street*, an entire selection is provided which contains no new words. The selections at the end of Unit I and Unit II, moreover, include all the new words introduced in that chapter. These selections not only give the pupil a breathing period in which he can read for enjoyment without encountering any new words, but they also provide an opportunity for the teacher to test the pupil's silent and oral reading ability.

When tests of oral or silent reading which contain new words are given at this stage, a teacher cannot easily distinguish between a pupil's reading abilities and his skill in working out the recognition of new words. A really clear-cut test of a pupil's ability to read—that is, his rate of reading, ability to phrase, understanding of and ability to recall and use the thought—is provided by these selections which are completely free of unfamiliar vocabulary. The content of these selections is such as to stimulate rereading and reconsideration of the preceding selections, and thus to integrate the ideas of the chapter as a whole. Such activities give the teacher an excellent opportunity to appraise the pupil's accuracy and fullness of recall and ability to use ideas gained from reading, as well as the pupil's skill in locating pertinent ideas during rereading.

During the first year, children should be learning to read with moderate, but consistent, speed and increasingly full and accurate comprehension materials within their understanding which are not complicated by unfamiliar words. These selections may therefore be assigned for the pupils to read silently by themselves. After they have been read, the teacher may give the pupil a series of comprehension questions in typewritten or oral form in order to gauge the fullness and accuracy of his understanding. It is not advisable during the first year to give the pupil such a test with a time limit. At this stage it is inadvisable to stress *speed* of reading. If the pupil's rate is limited, the teacher should seek the underlying cause. She should not attempt to solve the problem merely by putting

pressure upon the child to increase his speed. A reasonably full and accurate comprehension is the more important objective, and the teacher is advised to give her attention primarily to this aspect of reading throughout the first year.

These selections at the end of each unit of the First Reader, since they are free of new words, are admirable materials for early ventures in oral reading. The teacher, however, should observe the cautions previously pointed out concerning early oral reading. She will find children reaching a stage of ability to read at sight materials free of new words at various times during the year. But some of these children will be retarded if they are forced to try to do so before too formidable an audience. By carefully choosing the character and size of the audience, the teacher can utilize these materials to give the pupil practice in oral reading and to judge his abilities and needs in oral reading.

Use of the Unit Readers for test purposes

The Unit Readers, previously described, contain a stipulated, restricted number of new words. In each of these there are many pages in which no new vocabulary is presented. These pages can be used to determine the pupil's mastery of skills and abilities in oral or silent reading.

The Unit Readers contain certain pages presenting one or two new words. These pages provide an opportunity for the teacher to observe the pupil's ability to use the context as a means of working out the recognition and meaning of new words.

The content of the Unit Readers provides excellent opportunities and materials for testing different types of reading comprehension and recall. Comprehension exercises for such purposes may be given orally, put on the blackboard, or mimeographed.

Use of standard achievement tests near the end of the year

The New Work-Play Books include such a comprehensive program for testing reading abilities and diagnosing difficulties throughout the first-year's work that it will be unnecessary to employ standardized tests for typical classes during the year. It is recommended that in addition to the testing and diagnostic work included in *The New Work-Play Books*, an acceptable standardized test of reading ability be given near the end of the year. It is advisable to give these tests at least

a month before the end of the year so that if any important weaknesses are found, there will remain sufficient time to institute remedial treatment.

Further discussion of the use of the test materials provided in the various Readers, Preparatory Books, and supplementary activities is provided in the Daily Lesson Plans for each Reader and Preparatory Book.

2. DIRECTIONS FOR USING THE NEW WORK-PLAY STANDARDIZED READING READINESS TESTS

How the tests were developed

The New Work-Play Standardized Reading Readiness Tests, to be administered at the end of the pre-reading period, are presented on pages i-vi of the Preparatory Book which accompanies the Primer. The only additional materials needed are seven cards which the teacher can easily make by following directions given later. Only one set of cards is needed, and it may be used repeatedly.

The choice of tests for the reading readiness examination was decided upon after study of the literature of the subject and after a careful examination of the results of three extensive investigations. One of these was made in the Horace Mann School, a private school connected with Teachers College, by a group of experts, including a number of teachers.¹ The second study, by Arthur I. Gates and several associates,² used typical school pupils in large classes in New York City, and the third, public school pupils in classes both large and small in a typical small city in Connecticut.³

In each of the first two studies mentioned above, more than a hundred different tests, examinations, ratings, and observations, were tried out. Practically all types of tests, examinations, and ratings used in other studies or suggested by teachers were examined. The tests finally chosen for inclusion in *The New Work-Play Books*, were the types which proved to be the best for use by the classroom

¹ This study is reported in a number of articles, one of which "Reading Progress in Kindergarten and Primary grades," *Elementary School Journal*, February, 1938, gives the most important findings.

² *Methods of Determining Reading Readiness*, Arthur I. Gates, G. L. Bond, and D. H. Russell, Teachers College Bureau of Publication, 1939.

³ "An Experimental Evaluation of Reading Readiness Tests," Arthur I. Gates, to be published in the *Elementary School Journal*, April, 1939.

teacher. The specific tests were arranged and "tried out" upon all the pupils entering the first grade in the schools of a typical city. Defects found in any of the tests during experiences in giving them to the wide range of children in this city were carefully considered, and proper modifications were made.

All these studies show that the best tests of reading readiness are measures of abilities which pupils actually employ in learning to read. Each test in *The New Work-Play Standardized Reading Readiness Tests* reveals to the teacher the pupil's ability in an activity which he can learn to do better. The skills which are measured are the most important ones for children to improve as a means of learning to read. Through careful examination of the pupil's score on each test, the teacher is able to decide upon necessary treatment, and she can tell, furthermore, approximately at what stage to begin instruction in reading.

Description of the tests

The Reading Readiness Tests consist of five sub-tests, each of which uses one page in the Preparatory Book which accompanies the Primer and certain additional tests which require no special material.

TEST 1—PICTURE-DIRECTIONS TEST

The first test is a "composite" type which measures in various degrees a number of different abilities, including the following:

1. Ability to attend to and understand directions and remarks by the teacher.
2. Ability to keep in mind what has been said.
3. Ability to carry out directions of increasing complexity.
4. Ability to interpret and locate objects in an illustration.
5. Knowledge of words and concepts in each of two different areas—farm and town life.
6. Ability to sustain attention in an activity similar in length to an ordinary schoolroom lesson.

The words and concepts used in the test are drawn from the Pre-Primer and Primer in the series. The detailed directions for giving this test are given on pages 15-17.

TEST 2—WORD RECOGNITION OR WORD-MATCHING TEST

Familiarity with words used in the test, or similar words, experience in examining words correctly, knowledge of the direction in which words are to be perceived, and other features of word perception, as well as word knowledge reveal themselves in this test. Test 2 is a new type of a general form of test found to be among the best for predicting reading ability. This test works well with children who have had the least contact with words, as well as with those who have had much contact and can actually read many words.

TEST 3—WORD CARD PERCEPTION TEST

Test 3 is somewhat similar to Test 2. However, psychologically important differences appear. In Test 3 the pupil has in a box on his paper a line of four words. The teacher will "flash" for five seconds one of these four words drawn by her in print-like characters on a card. As soon as it is removed from sight, the child looks at the four words in the box and draws a line around the one identical with the word flashed. Thus, this test is designed to reveal ability to see the word in larger size at a distance, as he would in noting a word on the bulletin board, etc., and then to remember it and identify it in typical primer form. All the words on the test sheet are taken from the Pre-Primer or the Primer.

TEST 4—RHYMING TEST

Test 4 is a test of ability to give rhymes. It is easier than rhyming tests used in the preliminary studies and therefore enables children to score who failed on the harder tests. This test gives the pupil a picture clue to the rhyming word. The test measures the extent to which a pupil has become acquainted with word-sound elements as the result of oral play with words, rhyming games, hearing, saying, and making up jingles, etc.

TEST 5—BLENDING TEST

Test 5 also reveals much about a pupil's ability to sense and deal with the sounds of words. The

examiner names the words one at a time, with a slight pause between them, and the game is to "guess" what the word is. The child marks the picture of the Preparatory Book to indicate the word he has chosen.

TESTS 6A AND 6B—ABILITY TO READ THE LETTERS OF THE ALPHABET (OPTIONAL)

These tests were found to be one of the best indicators of ability to learn to read in the Horace Mann School. They were not as useful in the public schools of New York and Connecticut, largely because so many pupils received zero or near-zero scores near the beginning of the year. Since it is such a simple type of test to give, and since, because of the results of the Horace Mann School, it may be advisable for the teacher to know which children know the letters of the alphabet, the tests may be given at the teacher's discretion.

TEST 7—SOUNDING THE LETTERS (OPTIONAL)

This test consists in showing the pupil the letters of the alphabet one at a time and asking him to give the sound which it makes rather than the name of the letter. It is a test, in other words, to determine whether the pupil has had some experience in working with or telling the sounds which different letters represent. This test was a very useful one in the Horace Mann School, in which the pupils, for the most part, have had a good deal of experience in working with letter picture books, working with words and word sounds, and the like before they enter the first grade. In the schools of Connecticut, 59% of the children got a zero score, and the test is therefore not good for general predictive purposes. This test is useful as a means of determining which children are well advanced on letter sounds and which ones are not in classes that contain *some* rather advanced pupils. *It should not be given to children who know less than ten letters in Test 6B above.* It may be given later in the year to measure growth of ability to give letter sounds.

TEST 8—COMPLETION OF A STORY (OPTIONAL)

This test consists in reading to the pupil about half of a typical primer story, and then asking the pupil to finish it himself. Using his imagination, the pupil completes the tale. The test measures

ability and interest in listening to, understanding, and remembering a fairly long story. It measures also ability to construct a whole story from a part. In their investigation, Dr. Gates and his associates found it one of the best tests for predicting reading progress. It has one defect: it is difficult to grade or score the child's completion of the story objectively. The teacher must use her own judgment. Furthermore, the teacher may have obtained such a good idea of each pupil's ability to deal with stories as a result of observing their work in the Reading Readiness Program that she may not need to give this test. She can rate the children from best to poorest on the basis of her previous experiences with them.

3. DIRECTIONS FOR GIVING THE READING READINESS TESTS

When to give the tests

The best time to give the tests is when the teacher feels that the pupils have made good progress in the "reading readiness stage." The time especially recommended is when the teacher feels her group is ready to begin to read the first printed story in the Pre-Primer, *Off We Go*. The tests may, however, be given at any time desired.

Routine directions

The following directions should be observed before and during the tests:

1. Noise should be at a minimum.
2. Lighting and ventilation should be good.
3. It is advisable to place a sign on the outside of the door requesting no one to enter during the testing.
4. Try to obtain a normal condition in the room. Do not give the children the impression that the "game" is unusual. It is important to avoid tension and excitement.
5. Space the children well to prevent copying, yet have them as near to the examiner as possible. (It is useless to tell them not to copy. Children at this age are so accustomed to copying the actions of others that they will naturally try to see what their neighbors are doing.)
6. Provide each child with a soft lead pencil or a crayon.

7. When a child speaks during the test, do not scold him, but merely caution him that one of the rules of the "game" is not to speak.

8. Write each child's name on his test sheet before distributing tests.

9. Don't give too many tests at one time. One or two a day is a good plan. If necessary, all can be given within one or two days, if rest periods and other activities are used to alternate with the tests.

General directions for Test 1

The teacher should provide experience for the pupils in drawing a circle around and putting an X on pictures of objects before this test is given.

It is advisable to give this test to a small group of from four to ten pupils. The teacher should distribute page i in the Primer Preparatory Book after writing each child's name at the top of each page. Before starting the "game," the teacher should make sure that each child is looking at the right side of the page and that he has a pencil or crayon.

It is very important to read the following instructions exactly as they are printed below. Glance over the work of each child after he has completed each of the first five exercises. Do not tell him whether the exercise is right or wrong, except when a child shows that he does not know what is meant by *Draw a line around _____* or *Put an X on _____*. Explain these directions promptly.

Never repeat the directions unless some unusual distraction occurs, but be sure that all pupils are ready and attentive before you begin each one.

Directions for Test 1a—Farm Scene

Say, "Now we all have some pictures. We can see one (examiner points), two pictures. First, look at the one on top. That is the one with all the animals in it. See, I am pointing to the one with the animals in it. Put your finger on the one with the animals in it. (Examiner checks.) That's fine. We are going to play a game with this picture. We are going to play a game with the picture we just put our fingers on."

The above are general directions and may be repeated or varied. The following directions, however, must be given exactly as they are printed and must not be repeated.

1. Say, "This is a farm. See if you can find the farmhouse. Draw a circle around it." (Give ample time for all children to follow the direction. It is advisable to allow ample time for all items.)
2. Say, "There is a barn in the picture. Find the barn and make a big cross on it. Like this." (Draw a cross on the blackboard.)
3. Say, "There are three horses in the picture. One horse is very thirsty. He is drinking from a trough. Find this horse and draw a circle around him."
4. Say, "There is another horse in the picture. The farmer is leading this horse toward the barn. Find the farmer and the horse. Draw a line around the farmer and put a cross on the horse."
5. Say, "There are a dog and some chickens in the picture. Find them. Draw a circle around the dog and put a cross on every chicken. Be sure to put a cross on every one of the chickens."
6. Say, "Now, I want you to look for some cows and a calf. Make a circle around each of the cows and make a cross on the calf. If you see a horse near the cows, don't do anything to it. Just mark the cows and the calf as I told you."
7. Say, "Do you see a brook in the picture? Can you find the ducks in the brook? Draw a line around each duck. If you can find the bridge over the brook, put two crosses on it."
8. Say, "There are a hay wagon and a pile of hay in the picture. The wagon should go over to the pile of hay. Then the farmer could load the hay on the wagon and take it into the barn. Draw a line from the hay wagon to the hay pile; then draw a line from the hay pile to the barn."
9. Say, "Can you find a group of fruit trees in the picture? If you can, put crosses on just three of the trees. Then draw circles around two more trees. Be sure not to put a circle and a cross on the same tree."

Directions for Test 1b—Town Picture

Give the pupils a few minutes of relaxation before beginning the second half of the test. Then direct their attention to the second picture—the picture with the train and cars in it—as follows:

"We are all through with the game in the top picture. We will now do some things to the bottom picture. See, the one I have my finger on. The one with all the automobiles and the train cars

in it. Put your finger on the picture that you think I mean. (Examiner checks.) That's fine." (It is well for the examiner to encourage the children throughout the entire test.)

1. Say, "This picture shows a railroad station and some of the town. Can you find the station? Put a big cross on it."

2. Say, "Is there a railroad engine at the station? If you can find one, draw a circle around it."

3. Say, "Do you see a truck in the picture? If you do, put two crosses on it."

4. Say, "There is a passenger bus in the picture. If you find it, put two crosses on it. Be sure to put two crosses on the bus. Then we will not mistake it for the engine of the train."

5. Say, "Are there any automobiles parked near the station? Pick out two cars and put a cross on each of them; then choose one more and draw a line under it."

6. Say, "Can you find the fire engine? When you find it, draw a circle around it; then put a cross on the fire engine inside the circle."

7. Say, "There is a policeman in the picture. He has a Stop-and-Go sign. Put a cross on the Stop-and-Go sign, and then put two crosses on the policeman."

8. Say, "Perhaps you can find an automobile gas station in the picture. If you can, draw a line from the gas pump to one of the near-by cars. Then draw another line to another car."

9. Say, "Do you see some stores in the picture? Pick out three that you would like to go into. Put a cross on one, make a ring on the front of a second, and put two crosses on the front of a third."

10. Say, "There is an airplane in the picture. The pilot of the airplane knows the engineer in the engine of the train. If he were near enough, he would wave 'Hello' to the engineer. Draw a line from the airplane to the engine. Then draw another line back from the engine to the airplane to show that the engineer would wave back."

Directions for Test 2—Word-Matching

Children should not take this test immediately after the first one. However, it may be given after several minutes of relaxation or after some other type of work.

Only a small group which the examiner can supervise readily should be given the test at one time.

The examiner should assist the children to place the page correctly before them. Then the examiner should copy the first box on the blackboard or show it on a large card and proceed as follows:

Say, "See all these boxes. (Point out the boxes on the page.) They have words in them, don't they? We are going to play a game with these boxes. I want you to look at the box way up here. Put your finger on the box you think I mean. (Examiner checks each paper.) That's fine. There are (pointing) one, two words on the top and one, two words on the bottom in each box. Two of the words look just alike. They are the same word. I have drawn the first box on the blackboard. Let us see if we can find the two words in this box that look just alike. Does this word look like this word?" (Point to each word in turn, finishing with the two which are alike. Then draw a line between the two words that look alike.)

Say, "You do the same thing that I did. Do it on your paper. Draw a line from this word to this word to show that they look just alike." (Examiner should check each paper to see that the child has followed the directions correctly.)

For each box in the first two columns, the examiner should say, "Can you find the box just under the one we have been working with? Put your finger on it. (Examiner checks.) That's fine. Draw a line between the two words that are alike."

For the third column of boxes, the examiner should say, "Can you find the box way up here at the top of the last row? That's fine. Now do the rest of the boxes in the same way. Start up here at the top, do the first one, then the one under it, and then the one under that until you have done them all." (The children should work down the page at their own speed.)

Directions for Test 3—Word-Card Perception Test

For this test the examiner will need a set of cards, each eleven inches wide and nine inches high. On each card is a "key" word. The key words should be drawn or painted in ink by the teacher. Make the letters as they are on the test sheet. *Don't draw them in script or manuscript.* They should be enlarged, hand-made imitations of the printed words. The "tall" letters should be two inches tall and the "short" letters one inch. For example, in *horse*, the *h* should be two inches high and the

others letter one inch high. The letters should be approximately one inch wide with a space of about one-half inch between them.

Make a card for each of the following words:

- | | | | |
|-----------|-------------|-------------|--------------|
| 1. and | 7. from | 13. of | 18. chickens |
| 2. on | 8. big | 14. toy | 19. got |
| 3. she | 9. white | 15. bed | 20. horse |
| 4. than | 10. supper | 16. cut | 21. which |
| 5. pay | 11. biggest | 17. biggest | 22. farm |
| 6. animal | 12. if | | |

Place a number on the back of each card (but not on the front) to enable you to keep the cards in proper order. It is necessary, of course, to present, or "flash," the cards in proper order.

In the test each card is shown for 5 seconds. The teacher should practice exposing the cards until she can gauge the time quite accurately.

Give each child a test sheet with his name on it. See that it is properly placed on the desk. Test small groups of children at one time.

Say, "This is a new kind of 'game.' I want you to look at the box way up here (upper left-hand corner of page). Put your finger on the box you think I mean. (Examiner checks.) That's fine. There are (pointing) one, two, three, four words in the box. I am going to show you a card with one of these four words printed on it. You look at the word on the card, and then try to find the word in the first box. It will be one of the four words. When you have found the word, draw a circle around it. All ready? Here is the word." (Examiner shows word card *and* for 5 seconds. Remove word and wait until the majority of the children have circled some word. Check each paper to see that the correct word has been circled. Caution the pupils not to circle more than one word in each box.)

Say, "Can you find the box just under the first box? See, this one. (Examiner illustrates.) I am going to show you one of the four words. Everybody ready? Here is the word."

The examiner should present the remaining boxes of words in the first column and then those from

top to bottom in the second column. In each case, the examiner should say, "The next box is here. (Examiner indicates.) I am going to show you one of the four (or three) words. All ready? Here is the word. (Examiner shows each word for 5 seconds.) Draw a circle around the word I showed you."

Directions for Test 4—Rhyming

The examiner should help the children find the page. It is advisable to let them relax a few minutes before taking up this test.

Say, "Here is another 'game.' Do you see the four pictures on top of the page? What is the first a picture of? (Examiner waits for a response.) Yes, it is a rat. (Or, if response is wrong, No, I think it is a rat.) What is the second a picture of? (Examiner should point to picture and wait for a response.) Yes, it is a cow. What is the third a picture of? (The examiner should point to the picture.) Yes, it is a dog. What is in the fourth picture? Yes, it is a pig. Now let's try it again. The first picture is a rat, the second a cow, the third a dog, and the fourth a pig. That's fine. I want you to make a cross on the one of the four pictures whose name sounds like *hat*. Does *cow* sound like *hat*? No. Does *dog* sound like *hat*? No. Does *pig* sound like *hat*? No. Does *rat* sound like *hat*? *Hat, rat*. Yes, they sound nearly the same. So you make a big cross on the rat, because *rat* sounds like *hat*. That's fine." (The examiner should check each paper to see that every child has understood the procedure.)

From this point on the examiner works down the page. In each case the examiner says, "The next row is here. (Examiner indicates.) What is in the first picture? Yes, it is a _____. What is in the second picture? Yes, it is a _____. What is in the third picture? Yes, it is a _____. What is in the fourth picture? Yes, it is a _____."

"I am going to say a word and I want you to put a big cross on one of the four pictures whose name sounds most like the word. The word is _____. Be sure to put a cross on just one picture—the picture whose name sounds like _____."

Following is a list of the words for each picture and the key word for each series.

WORDS ILLUSTRATED

2. box, pin, coat, fan
3. shoe, girl, gun, ball
4. fan, top, ring, pen
5. saw, sun, kettle, pan
6. pear, grapes, peach, house
7. fruit, face, leaf, light

KEY WORD

thin
tall
sing
paw
beach
fight

Directions for Test 5—Blending

The examiner should distribute the tests, making sure that each child's name is on the test sheet and that the pages are correctly placed on the desks.

Say, "This 'game' is somewhat like the one we just played. Again we have four pictures at the top; dog (examiner points), cat, horse, and boy. Now I am going to say the word *see*. I am going to say it slowly. You listen carefully. *S-ee*. (With all these key words the examiner spends a little less than a second on each sound.) I said *s-ee*. If I had said it faster, it would have sounded like *see*. Now I am going to say another word in the same way that I said *s-ee*. I want you to see if you can guess what the word would be if I said it faster. The word is *c-a-t*, *c-a-t*. Now, the word *c-a-t* is the name of one of the four pictures. Does *c-a-t* sound like *dog*? No. (Examiner points to the picture of the dog.) Does *c-a-t* sound like *boy*? No. Does *c-a-t* sound like *horse*? No. Does *c-a-t* sound like *cat*? Yes. So you put a cross on the picture of the cat to show that *c-a-t* sounded like *cat*."

From this point on the examiner works down the page. In each case the examiner says, "The next row is here. (Examiner indicates. The examiner and the children name each one of the pictures.) The word is _____. (2, he-n; 3, ma-n; 4, b-e-d; 5, st-o-re; 6, w-a-gon; 7, d-oo-r.) Be sure you put a cross on just one picture—the picture that sounds like _____."

Following is a list of the names to give each picture and the "key word" to sound for each row of pictures.

OBJECTS PICTURED	KEY WORDS
2. man, pen, hen, flower	he-n
3. monkey, can, pan, man	ma-n
4. girl, bed, sled, bottle	b-e-d
5. store, stick, door, floor	st-o-re
6. watch, wrench, water, wagon	w-a-gon
7. drum, dog, door, dress	d-oo-r

In the key words, the dash indicates a pause or silent spot in the sounding. For example, in *he-n*, the examiner sounds *he-* (being sure to give it the sound it has in the word *hen*), then stops the sound for a very short pause, and then sounds *n*. In other words, the examiner says *hen* with a short pause—about a half second—between the *he* and the *n* sounds. The examiner should practice until she can say the several sounds and the pauses between them at a rate of about one second for each sound in the word—that is, 2 seconds for *he-n*, and 3 for *b-e-d*, etc.

Directions for Tests 6a and 6b (Optional)

This test consists of two parts: (6a) reading the capital letters, and (6b) reading the small or lower case letters. The letters of the alphabet printed on page 44 of this Manual are placed before the child. Instruction should be as follows:

“Here are some letters. These letters are the same as those you have seen in books, on blackboards, and in other places. I want you to tell me what these letters are. Now look at this one. (Examiner points to the first letter.) Can you tell me what it is?”

If the child gives the correct letter, say, “That is right. That is _____. Now tell me what this letter is.” (The examiner points to the second.) If he fails on the first or second letter, tell the child what the letter is, but, of course, do not give him credit for naming the letter correctly.

After carrying out these instructions with the first two letters, tell the child to go ahead across the page. If he has any difficulty keeping the place, point the letters out to him one at a time but do not tell him the correct letter when he is wrong. It is all right to say “right” or “fine” when he is right.

Proceed in exactly the same way for the small or lower case letters. Do not let a pupil delay for more than five seconds on one letter. If he is loath to respond, encourage him to guess by saying, "Tell me what you think it is," or "Guess what it is."

The score is the number of letters correctly named in each list. The highest possible score, of course, would be twenty-six correct for the capital letters and twenty-six for the lower case letters. Do not give credit when the child gives an incorrect response on the first trial but corrects himself and gives it right on the second trial. The reason for this is that in the norms, which are presented on pages 42-43, no credit was given for success on the second trial. It is advisable to note what letters a child fails to recognize, since these data may be useful in later teaching.

Directions for Test 7—Sounding Letters (Optional)

For this test the teacher shows the pupil the list of 26 small letters printed on page 44 of the Manual. This is a test on which only a few first grade children can make any score. It must be given cheerfully so that the pupil will not be discouraged by his failure. *Pupils who did not name ten or more of the letters on Test 6b should not be given the test at all.* This test may be given or repeated later in the year—at mid-year or later—to measure the growth of ability to sound the letters.

To introduce this test, the examiner should say, "Do you see this letter? (Show the pupil the letter *s* on a sheet of paper or a small card.) Do you know what this letter is? Yes, it is *s*. (If the child does not know what the letter is, tell him it is *s*.) Now can you tell me what kind of sound this letter *s* makes? It makes this kind of sound—*s-s-s*. (Make the hissing sound of *s*.) The letter is called *s*, but when you say it in a word, it makes this sound—*s-s-s*."

"Now I want to see if you can tell me the sounds that some of the other letters make. (Point to the first letter in the series.) What sound does this letter make?" (If the child does not know, tell him the sounds of the first and the second letters. Then point to each of the remaining letters in turn, asking him to give the sound.)

If the child gives any recognizable sound equivalent to the letter, it is to be counted correct. Thus, either the hard or soft sounding of *c* and *g* is counted correct, as is any one of the several sounds for the vowels. The score for the test is the total number correct.

Directions for Test 8—Completion of a Story (Optional)

In the investigations by Dr. Gates and his associates of the reading readiness tests, it was found that one of the best predictions of ability to learn to read was provided by a test which consisted in telling or reading to the pupil a part (approximately half) of a typical primer story, and then stopping and asking the child to tell what he thinks happened. In the experimental study by Dr. Gates and his associates, substantially the first half of "The Story of the Little Black Rooster," which appears in *Jim and Judy* was used. Since this story will be read by the teacher's class, it is not advisable to use it for test purposes. The teacher may glance over this story to get a notion of its length and complexity, and then use another story of similar character.

She should read this to the pupil and, stopping at a favorable point near the middle, may say, "Now what do you think happened next? You tell me what ____ and ____ did next. You go ahead now and tell me the rest of this story."

It is quite all right to give the pupil one or two leads or suggestions or to ask him a question or two about the particular characters or possible later events, as long as this is done in exactly the same way for all the children. After the pupil has begun to talk, the teacher must write down exactly what he says. She should not give any suggestions in the midst of his account which she cannot give in exactly the same way to the other children, because this would give some pupils an advantage over others.

The disadvantage of this test is that it is impossible to score objective and definite results or to obtain scores which can be converted into standard scores. The test, however, can be given a *relative* value if the teacher will list her pupils in order from the one who gives the best completion of the story to the one who gives the poorest.

In rating the pupil's completion of a story, it is very important to base the rating on the general merit of the pupil's story as a whole. The important question in rating is, how reasonable, how well unified, how effective a completion of the story is it? How well does it go, with what was read to him, to make up a good total story structure or plot? The studies by Dr. Gates show that merely to count the number of words the pupil gives or even the number of ideas is of no importance. It is the story structure, the general quality of the ideas when combined with the preceding part read to the pupil

which indicates the basis for learning to read. The test value resides in the fact that a child who has great interest and ability in following and understanding a story also has ability to complete one, and this ability is very useful in the early stages of reading.

The teacher will note that great emphasis is placed on these story-understanding abilities in the reading readiness program of *The New Work-Play Books*. The teacher will have much opportunity to observe the children's story abilities daily during this period. If she desires, she may rate her pupils on all her observations instead of on this single test.

Intelligence tests

Studies have shown that the Mental Age obtained from a good intelligence test is also valuable in predicting ability to learn to read. The Mental Age, however, is usually not as good as most of the single tests included in *The New Work-Play Standardized Reading Readiness Tests* for predicting reading ability. Studies by Dr. Gates and others indicate that Mental Age should be given about the same weight as any one of the other tests, but rarely much more, and it is impossible usually to tell in advance when it should be given more weight. It is recommended, therefore, that when an intelligence test has been given, the Mental Age be considered along with the results of the Reading Readiness Tests.

It is very important that the Mental Age be used and not the Intelligence Quotient. The Mental Age indicates a person's intellectual maturity, and it is the intellectual maturity that is of importance in predicting reading ability.

Tests of hearing and vision

Whenever possible, the vision and the hearing of the pupils should be examined by a physician or a specialist. In large classes it is particularly important to discover any children who may be hard of hearing. A method which a teacher may employ as a rough test is described in A. I. Gates, *The Improvement of Reading* (Revised), Macmillan.

4. SCORING THE TEST PAPERS

Test 1—Picture-Directions Test

To score this test, first prepare a "key" by making the proper marks on the pictures in accordance with the directions. Then compare each pupil's paper with the key.

The following lists give the number of points of credit to give for each proper mark. These items are listed in the order in which the pupil takes the test. A good way to score the paper is to keep the following list in sight and check off the marks in the order given in the list.

The points scored may be written at the side of the test sheet, and the points may be totaled at the bottom of the page. The highest possible score is 45 points.

Test 1a—Farm Picture

Points

Circle around the farmhouse	1
Cross on the barn	1
Circle around the horse and the trough	1
Line around the farmer	1
Cross on the horse	1
Circle around the dog	1
Cross on every chicken	4
Cross on the calf	1
Circle around each cow	3
Circle around each duck	3
Two crosses on the bridge	1
Line from the hay wagon to the hay	1
Line from the hay to the barn	1
Fruit trees (Cross on 3, circle around 2, 1 not marked)	6

Test 1b—Town Picture

Points

Cross on the railroad station	1
Circle around the engine	1
Truck—2 crosses	1
Two crosses on the passenger bus	1
Crosses on two cars	2
Line under one car	1
Circle around the fire engine and cross inside the circle and on the engine	3
Cross on the Stop-and-Go sign	1
Two crosses on the policeman	1
Lines from the gas pump to two cars	2
Cross on one store	1
Circle on another store	1
Two crosses on front of store	1
Line from the airplane to the engine	1
Line from the engine to the airplane	1

Total 45

Test 2—Word-Matching Test

Two different methods of scoring this paper may be used. One consists in making a key page, comparing the pupil's page with this, and putting a red check or cross on any exercise that is wrong. The second method is to make a key on a sheet of tissue paper by placing the tissue paper over the test page and marking in the lines between the two identical words. When this paper is properly placed over the pupil's, one can see at a glance how many lines fail to coincide. This will be the number of exercises which are wrong. This figure can be subtracted from the total number of exercises on the page, and the final score or number right can be written at the bottom of the pupil's paper.

The pupil's score for this test is the total number of correct responses.

Tests 3, 4, and 5—Word-Card Perception, Rhyming, and Blending

The score for each of these tests is the total number of correct responses. One point is given for each correct response. The sheets can be scored by either of the methods suggested for Test 2.

Tests 6a and 6b—Reading Capital Letters and Reading Small Letters

As the teacher gives this optional test, she can record the letters which the pupil names correctly. The score for each of these tests is the total number of letters named correctly. No credit is given for such a response as "That letter (pointing to *m*) is in front of *many*." No credit is given for a correct response on the second trial.

Test 7—Sounding Letters

This test is scored just as Tests 6a and 6b are.

5. INTERPRETING THE RESULTS

Meaning of percentile scores

To help the teacher compare her pupils with a typical group, tables of percentile scores based upon the achievement of the pupils in the Connecticut schools are given on pages 39-43.

To use these tables it is first necessary to score the test according to the directions given above and determine for each pupil the "raw score." The teacher then looks up in the table the raw score in which she is interested. Opposite the raw score she will find the "percentile score." The percentile scores are used so that a teacher may compare the ability of a child in one test with his ability in another. Thus, percentile scores of different tests can be directly compared.

The highest score obtained in the Connecticut group is given a percentile score of 100. This means that the raw score opposite a percentile score of 100 is the highest score that any child in the city received. At the other extreme, the lowest score is called a percentile of 0. The percentile score of zero does not mean necessarily that the child knew nothing whatever about what was tested. It simply means that this was the lowest score that any child in this system got. The percentile score 50

is exactly the midpoint between the percentile score 100 and the percentile score 0. The percentile score of 50 is the middle or median score obtained in this city. Roughly half the children received a higher score, and half received a lower score than this. The percentile score of 25 is halfway between the middle and the lowest scores. About one-fourth of the children received this score or lower, and about three-fourths received this score or higher. The percentile score of 75 is one which is exceeded by roughly 25% of the pupils and which is above the score obtained by approximately 75%.

Thus, obtaining the percentile score of a particular child, the teacher can tell approximately his position in the ability tested in the population of the "standard group"—the beginning pupils in a city in Connecticut.

Illustrative Cases: As an illustration the teacher may consider the case of Mabel and John, whose "raw" and "percentile" scores are shown in the table.

TEST	MABEL		JOHN	
	Raw Score	Percentile Score	Raw Score	Percentile Score
1. Picture-Directions	34	65	38	80
2. Word-Matching	14	80	10	45
3. Word-Card Perception	11	58	11	58
4. Rhyming	4	60	2	25
5. Blending	3	35	2	20
6a. Reading Capital Letters	22	91	2	40
6b. Reading Small Letters	15	84	0	0
7. Sounding Letters	3	73	not given*	

* This test was not given. Since he got a zero score on 6b, it is certain he would get a zero score on this test. The score is entered for purpose of comparison. In most classes it will be advisable not to include Test 7 in the series averaged to get a composite score. Do not include Test 7 in the composite score unless at least half the pupils get a raw score of 1 or more on this test; do not include the scores of Test 7 in the composite scores of particular, selected pupils. It must be for *all* or for *none*. Otherwise the comparison of composite scores would be unfair because they would not be based on the same tests.

Mabel's percentile scores are above the median or middle pupil in the standard group—that is, she exceeds a percentile score of 50 in every test except the Blending Test, in which she scores 35. John's is above the median in Picture-Directions and Word-Card Perception Tests, practically as good as the median in Word-Matching, but low in all the others except Reading Capital Letters, reading only 2 gives him a percentile score of 40.

The most important facts are the scores on the several individual tests. Mabel is relatively "good" in all the phases of readiness. While below the "norm" or median in blending, she has made a start and with a little more experience she should gain rapidly. She is really very well fitted to start with the regular reading program of this series.

John has done well in the most important abilities—those measured by the Picture-Directions, Word-Matching, and Word-Card Tests. He does not know his letters at all well, but this will be no serious handicap because no considerable dependence is placed on them in the early stages of reading, and the Preparatory Book provides an effective way of learning them and the letter sounds as they are needed. Nevertheless, the teacher will need to help John more than Mabel in learning them. John isn't as good as Mabel in the Rhyming and Blending Tests, but the program is one which he can handle without difficulty and in which he will learn these skills. He should be encouraged to do some of the reading readiness activities outlined in the Daily Lesson Plans. Mabel would doubtless enjoy this work, too, but it is not essential for her. In general, John should be able to go ahead with this program at a good pace even though his scores indicate that he has more to learn in order to read well than Mabel has.

Using composite scores to predict reading success

For pupils using the materials of *The New Work-Play Books*, the most important tests are Tests 1, 2, and 3—Picture-Directions, Word-Matching, and Word-Card Perception. All are about equally important. The next two (Rhyming and Blending) are less important *for prediction of success in learning to read*, largely because the program develops these abilities so carefully and gradually that the pupils less advanced in them are not handicapped at the beginning. The same is true of the

Optional Tests, 6a, 6b, and 7. The Story Completion Test (Test 8) is relatively important but difficult to include in a composite score.

It is recommended that, where a composite or total score including optional tests is desired for classification purposes, the following method be used: 1. obtain the average *percentile* score of tests 4, 5, 6a, 6b, and 7; 2. find the average percentile score for these tests (or for as many as are given); 3. add the average percentile score to the percentiles of Tests 1, 2, and 3 and divide by four to obtain the total composite score. Thus, in Mabel's case, 69 (the average of the percentile scores for Tests 4 to 7) is added to 65 (for Test 1), 80 (for Test 2), and 58 (for Test 3) which gives $272 \div 4$ equals 68. For John we have $17 + 65 + 80 + 58$ or 220. This total divided by 4 equals 55. Mabel's "composite" score on the whole test is 68 percentile; John's is 55.

What these and other scores predict concerning the likelihood of success in a regular reading program will vary with the program. The following comments apply only to pupils following essentially the program outlined in the Manuals which accompany *The New Work-Play Books*. Naturally, the higher a pupil's composite score, the better he is likely to do.

Percentile scores of 80-100

These pupils are equipped in a very superior fashion for reading. They should learn very easily with minimum work. They should, within the year, be able to read many books including some of second- and third-grade levels.

Some pupils of this level can bring to the class work many reports on advanced materials dealing with the topics followed in class. Some will enjoy and profit by experiences in helping slower learners, making up individual and class booklets, work-type materials, etc.

Percentile scores of 60-79

These pupils are very well equipped for reading. They should learn readily with near-minimum amount of work. They should be able to read many additional books, some of which may be one or even two grades higher than the basal books.

Such pupils will enjoy assisting in the development of class dictionaries, story and picture books, practice materials, etc., and in helping some of the slower learners.

Percentile scores of 40-59

This group is equal to the average pupils in the "standard group." With typical reading programs they usually learn reasonably well and they should find the materials of *The New Work-Play Books* quite easy. The materials provided in this program should be abundant for them and they should be able to read additional books at or slightly above the level at which they are working during the second term. They will profit particularly by reading additional books (such as the Unit Readers) composed largely of words which they have already studied.

Percentile scores of 25-39

In a typical reading program this group would include those who will learn to read, but not without considerable effort and a relatively large amount of practice on the basal materials. In a typical program, any of these pupils who are not in good health, who are absent from school considerably, or who get started incorrectly in certain types of skills are likely to be found among the retarded readers. However, in classes provided with *The New Work-Play Books*, these pupils should be able to learn successfully and with a great deal of enjoyment. The teacher must expect to supervise and guide these pupils somewhat more than those of the preceding groups, and she must give particular attention to material that has been missed because of a pupil's absence. It is especially important to follow the work of these pupils carefully during the first few months to make certain that they understand the first steps in reading and master the basal vocabulary.

Percentile scores of 13-24

In typical programs pupils within this range have considerable difficulty in learning to read, and many of them flounder badly during the first half-year. Many teachers properly consider it inadvisable to introduce formal instruction or attempt to teach these children to read continuously from primer materials or even difficult pre-primer materials until the second term or later.

However, if the teacher has the materials of *The New Work-Play Books*, she can expect to give these

pupils a profitable and enjoyable program during the first term. This is due to the fact that the vocabulary burden is so light, the review so abundant, the correlated activities so enjoyable that the pupils can engage in projects as satisfying as any that could be arranged for them and gradually learn to read without difficulty. It may be expected that such pupils will encounter more difficulties and will need more guidance and considerably more review than pupils having higher scores. In a large system it will usually be advantageous to group together as many pupils in or near this area as possible, thus making it feasible for the group to proceed somewhat more slowly than the faster learners without interfering with the progress of the latter. The Preparatory Books, although optional, will be of great assistance to the pupils of this reading readiness level.

Percentile scores below 13

In this group will be found very immature children who should approach the reading from books—even pre-primers—very slowly. In such a group will be found certain children who are backward mainly because of lack of advantages and who will progress very rapidly once an opportunity is given them. In this group will also be found pupils of low intellectual level who are unlikely to learn rapidly. Indeed, it is advisable, whenever possible, to obtain a Stanford-Binet Intelligence Quotient on all children with a reading readiness score below 25. Those with relatively low intelligence quotients in this group, even if their reading readiness score is between 13 and 25, should probably be considered as no more promising than those with lower reading readiness scores but whose intelligence quotients are higher.

For these the Reading Readiness Program should probably be continued for several months. A very effective method is to introduce gradually such activities as those outlined to accompany *Beginning Days* or for classes without *Beginning Days*. The teacher should observe the pupils' ability in this work, particularly in the type presented in the latter part of the book. If they have difficulties, it is advisable to provide more work of those types before proceeding.

Those who do very well can be carried forward cautiously into the early stages of the pre-primer, *Off We Go*. It is important that the teacher continue to provide additional activities of the type represented in each stage of this work and that she not hurry from one stage to a higher one. When the

types of activities represented at one stage can be handled with a reasonable thoroughness and accuracy, it is proper to move ahead. In this way steady progress can be made without incurring the danger of confusing or discouraging the pupil on the one hand or delaying unprofitably at too immature a stage on the other. The Reading Readiness Tests may be given to these pupils two or three times at intervals of a month or more to enable the teacher to see what progress has been made.

By grouping children as suggested in later pages of this Manual, a degree of flexibility is provided which enables the teacher to carry forward any group as rapidly as is desirable. She should not assume that it is necessary to reach any particular point in the first year's program at the end of the year. The most important thing is that the slower learners always be successful and enjoy their work, at the same time mastering thoroughly the initial and basal techniques and vocabulary.

6. USING THE TEST SCORES AS A GUIDE IN INSTRUCTION

As previously stated, each of the Reading Readiness Tests measures a certain type of preliminary reading ability. What abilities are measured by each test will be fairly obvious from examination of the test and observation of children as they take the test. In general, the poorer a pupil does in any one test, the greater his need for work of that type. Materials and methods for improving each of these types of abilities are outlined in this Manual, and many additional suggestions are given in the Daily Lesson Plans for the Pre-Primers. A few comments may serve as a general guide to the teacher.

Picture-Directions Test

The abilities measured by this test are of great importance in the early stages of reading. It should be noted that experiences in interpreting pictures, in listening to what the teacher says, in following directions, and in doing other things measured by this test form an important part of the Reading Readiness Program. Most of the activities in the work provided in connection with *Beginning Days* and in alternate suggestions for classes without *Beginning Days* and *Off We Go* involve interpretation of pictures and listening attentively to instructions and directions from the teacher. It is obvious

that the work-type activities which comprise the last section of *Off We Go* and the Preparatory Book accompanying the Primer are of the same character.

Thus, *The New Work-Play Books* make abundant provision for developing these important abilities. It is obvious that the development of these abilities need not be completed before the end of the Reading Readiness stage. During this stage the teacher should provide the pupils with opportunities to improve.

The pupils need not have achieved an extremely high level before taking up the Pre-Primer. Although those slower in the beginning are likely to be behind the others at the Pre-Primer stage, the teacher may proceed with the Pre-Primer work tentatively and experimentally. Unless the pupil is very retarded and slow in picking up the necessary skills, she may continue with the first Pre-Primer. Difficulty great enough to interfere seriously with further work will usually be apparent. The pupils who reveal such difficulty at the Pre-Primer stage should not be pushed ahead.

Word perception

Word perception is improved by reading any kind of printed material. In the Reading Readiness Program are suggested a variety of materials to be printed on the blackboard, bulletin board, charts, and the like, in which children gradually learn to see words clearly and to approach the stage of recognizing them. By looking at words under the teacher's direction, pupils will gradually learn to observe them in the correct left-to-right direction and to observe them in such a way as to be able to recognize them later. The pre-reading book *Beginning Days* provides graded experience in developing these skills. Detailed suggestions are made for classes that do not have *Beginning Days*. The work in word perception is carried forward very carefully through the pre-primer and later materials. The best way to determine how rapidly to go forward with this phase of reading is to note carefully the pupil's success and failures at each stage. When the teacher discovers that her pupils are becoming confused, making too many errors, or showing signs of irritation, she may assume that she is moving forward too rapidly. In that case she should move ahead more slowly and provide a wider range and variety of activities.

Rhyming and blending

As noted above, *The New Work-Play Books* induce the children first to recognize words as total configurations, somewhat in the same way that they distinguish the faces of their friends. Gradually the program provides for refining and sharpening the perception of words and leading children to note the more significant details, beginning with the initial parts of the words, and later leading to other parts. During the work of the first year, progress is steadily made in discriminating word sounds, identifying letters, getting a sense of their sound, and detecting the appearance and the sounds of the most common phonograms or letter combinations. A high degree of ability to give words that rhyme or give words that begin with the same initial sounds is not necessary for success in the first year's work. Ability to blend the sounds such as that measured by the Blending Test is also not a necessary prerequisite for success with the program. What is recommended is that the teacher carefully interest the pupils in the sound of words and word parts, and see that pupils make steady progress during the year by employing a number of interesting games and activities, and later through the various exercises in word analysis provided in the Preparatory Book and described in the Daily Lesson Plans. As a rule, pupils who have the lowest scores on the tests of rhyming and blending will need the most help and encouragement, but their progress in other phases of reading need not be held up because of their initial weakness in these skills.

Learning the letters and the letter sounds

Essentially, what was said about rhyming and blending may be repeated for the letters. It is not necessary for the pupils to know the alphabet or to be able to read the letters, much less to sound them, in order to go ahead successfully with the work in the Pre-Primer and the Primer. It is no small task to learn to read both the small and capital letters. Children can learn to recognize many words much more easily than they can learn to recognize some of the letters. It is not necessary to know the letters to be able to learn to recognize enough words to read well. The Preparatory Book and the Manual provide a carefully graded program for developing letter recognition *functionally*. Pupils

profit little, if at all, as far as reading is concerned by being forced into strenuous drills to learn the isolated letters.¹

In *The New Work-Play Books* the pupils learn the letter sounds partly as a result of various games and activities with rhymes and other word sounds and partly as a result of the exercises provided in the Preparatory Books or alternate preparatory activities. This skill comes slowly and gradually and should not be pushed too hard. It is better for the pupils to learn the letter sounds functionally as provided for in *The New Work-Play Books* than to resort to rigid, isolated drills on the letter sounds as such.

The teacher should realize that most of her pupils will get zero scores on Reading Readiness Test 7 for letter sounds, but she should not be concerned about it, except to note which pupils are most advanced and which ones least advanced in this skill.

Completing a story

The abilities measured by this test have been previously described. They are important in the first year's work. It should be noted that the Reading Readiness Program of *The New Work-Play Books* contains many activities which will improve these abilities. The activities employed with *Beginning Days* and the first fourteen pages of *Off We Go*, carry the improvement forward without actual reading. Very retarded pupils will need further story-hearing and story-telling experiences of these and related types. It should be observed, however, that the work with all the selections in the Pre-Primers and Readers cultivates interest and ability in dealing with stories. Once a pupil has developed an interest in stories and has learned to understand and remember them fairly well, he will profit greatly by reading as well as hearing them. Consequently, reading in *Off We Go* may be undertaken experimentally before a high stage of insight into story structure is achieved.

7. FORMING GROUPS WITHIN A FIRST GRADE CLASS

Most teachers will find, after giving the Reading Readiness Tests, a considerable range of ability

¹ Evidence for this statement is given in: Frank T. Wilson and others, "Reading Progress in Kindergarten and Primary Grades," the *Elementary School Journal*, February, 1938.

in their classes. The teacher may properly raise the question whether to try to conduct her instruction for the class as a whole or to make the work entirely individual. *The New Work-Play Books* are of such a character that an intermediate stage is the most feasible one in grades 1, 2, and 3. Many of the activities may be carried on by the teacher with the class as a whole, and others are best conducted with small groups formed within the class. Because of the great variations among classes in size, in general competence, previous experience, classroom equipment, the foreign language element among the pupils, and so on, it is inadvisable to recommend any one fixed scheme of subdividing the class. This is a matter with which individual teachers should experiment to meet their own needs.

The teacher can usually break up a typical class of 34 to 44 into from 5 to 7 groups of pupils whose interests and abilities are similar. These groups may be made to correspond to each of the percentile score levels discussed above. It is not necessary, however, that these groups be the same for all types of activities in the reading program. For example, during a certain period the teacher may form one group of those poorest in rhyming and blending, a second group rather poor but somewhat better than the first, a third group of pupils who need experience in telling stories and relating experiences, a fourth who especially need work in handling picture books, a fifth of those who need help in using crayons, scissors, chalk, and so on. New groupings may be made to correspond to such needs as dealing with letters and letter sounds, reviewing the words previously presented, comparing word forms, and the like.

The pupil-directive character of *The New Work-Play Books* will enable the teacher to keep many of these groups working by themselves while she passes from one to another to give them the most needed help. For example, while the teacher is working with the children of lowest reading readiness, the others can be occupied with Preparatory Book activities, in making booklets, a dictionary, or in reading supplementary materials. While working with one group, her instruction at times may be addressed to that group as a whole, and at other times she may give special help to a particular individual.

In many schools it has been found profitable to have some of the abler readers serve as leaders in helping individual pupils or a slower group. Some of the abler readers greatly enjoy this type of leadership and profit richly by it. However, great care must be exercised so that a superior child will not become too dictatorial and slower learners will not develop a feeling of inferiority. The skillful

teacher will seize opportunities of giving some of those who are being tutored in the slower reading groups a chance to help the more rapid readers in some other line of activity.

For further reading on testing abilities, diagnosing difficulties, and forming sub-groups within classes, the teacher may refer to *The Teaching of Reading: A Second Report*, Thirty-Sixth Yearbook, Part I, National Society for the Study of Education; Chapters 11 and 12; (Public School Publishing Company, Bloomington, Illinois, 1937) and A. I. Gates, *The Improvement of Reading* (Revised), Macmillan.

8. NORMS FOR THE NEW WORK-PLAY STANDARDIZED READING READINESS TESTS

The meaning of these scores is discussed on page 28. See pages 26-28 for directions for determining the raw scores and pages 28-30 for suggestions for using the percentile scores in the classroom.

TEST 1. FARM AND TOWN PICTURES

Raw Score	Percentile Score
45	100
44	99
43	98
42	96
41	92
40	88
39	84
38	80
37	78
36	73
35	70
34	65

TEST 2. WORD-MATCHING

Raw Score	Percentile Score
18	100
17	99
16	95
15	88
14	80
13	70
12	60
11	50
10	45
9	37
8	30
7	20

TEST 1. FARM AND TOWN PICTURES (*Continued*)

Raw Score	Percentile Score
33	60
32	53
31	46
30	42
29	37
28	33
27	30
26	27
25	24
24	20
23	18
22	14
21	13
20	12
19	11
18	10
17	9
16	8
15	7
14	4
13	3
9-12	2
1-8	1
0	0

TEST 2. WORD-MATCHING (*Continued*)

Raw Score	Percentile Score
6	15
5	10
4	6
3	4
2	2
1	0

TEST 3. WORD-CARD PERCEPTION

Raw Scores	Percentile Scores
22	100
21	100
20	100
19	100
18	99
17	95
16	90
15	85
14	80
13	70
12	65
11	58
10	50
9	45
8	40
7	35
6	30
5	25
4	20
3	15
2	10
1	5
0	0

TEST 4. RHYMING

Raw Scores	Percentile Scores
7	100
6	95
5	80
4	60
3	40
2	25
1	10
0	0

TEST 5. BLENDING

Raw Scores	Percentile Scores
7	100
6	95
5	80
4	60
3	35
2	20
1	10
0	0

TEST 6A. READING CAPITAL LETTERS*

Raw Scores	Percentile Scores
26	100
25	98
24	94
23	92
22	91
21	87
20	84
19	83
18	82
17	81
16	80
15	78
13	76
12	75
11	73
10	72
9	70
8	68
7	64
6	61
5	56
4	50

TEST 6B. READING LOWER CASE LETTERS†

Raw Scores	Percentile Scores
24	100
23	98
22	95
21	94
20	93
19	90
18	88
17	86
16	85
15	84
13	82
12	81
11	80
10	78
9	75
8	73
7	71
6	68
5	64
4	61
3	58
2	54

* 31% get zero scores.

† 42% get zero scores.

TEST 6A. READING CAPITAL LETTERS*
(Continued)

Raw Scores	Percentile Scores
3	45
2	40
1	32
0	0

TEST 6B. READING LOWER CASE LETTERS†
(Continued)

Raw Scores	Percentile Scores
1	43
0	0

TEST 7. SOUNDING LETTERS‡
Raw Score Percentile Score

20	100
18	98
15	95
14	93
10	92
9	90
8	88
7	85
6	83
5	81
4	77
3	73
2	68
1	60
0	0

* 31% get zero scores.

† 42% get zero scores.

‡ 59% get zero scores.

9. MATERIALS FOR TEST 6 AND TEST 7

TEST 6A

A	E	I	O	U	Y	W	R	B	K	D	M	T
F	X	V	C	G	H	J	N	Z	S	Q	L	P

TEST 6B

e	o	a	u	i	y	w	r	b	k	d	m	t
f	x	v	c	g	h	j	n	z	s	q	l	p

TEST 7

u	o	y	i	e	a	s	t	c	p	x	f	d
b	z	r	m	l	q	j	k	w	g	h	n	v

Chapter III

DAILY LESSON PLANS FOR UNIT I—"BIRTHDAY SURPRISES"

Topic

The birthdays of Jim and Judy are the main center of interest in the first unit of the Primer. Most children will have had experiences in making gifts and going to parties. For those children who have not had such experiences, the teacher should provide classroom activities which will develop the concepts necessary for full understanding of the reading materials.

The work of the first unit consists of pages 1-44 of the Primer and of pages 1-40 of the Preparatory Book which accompanies the Primer. The sequence of lessons is as follows:

Preparatory Book, pages 1-18 (or alternate preparatory activities)

Jim and Judy, pages 1-17

Preparatory Book, pages 19-30 (or alternate preparatory activities)

Jim and Judy, pages 18-31

Preparatory Book, pages 31-40 (or alternate preparatory activities)

Jim and Judy, pages 32-44

The teacher will note that a group of pages in the Preparatory Book or alternate preparatory activities always precedes the reading of material in the Primer. Through this arrangement the children work for several days with materials of the Preparatory Book and then read the stories in the Primer. The Preparatory Book pages, or the preparatory activities, prepare the children with the necessary vocabulary and reading skills for successful and enjoyable reading in their Readers. It is vitally important for the success of the program that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the Primer are read.

In the event that the teacher cannot supply each member of the class with a Preparatory Book, it is essential that the children be given adequate preparation through the alternate preparatory activities for the material which they are to read in their Reader. The teacher should provide herself with one copy of the Preparatory Book. She will be able to devise similar means of presenting new

words and efficient co-ordinating and review exercises. The teacher will find detailed suggestions for classes without Preparatory Books in the specific lesson plans.

Studying the dictionary cards, reading the accompanying sentences, and cutting out and filing the cards is an important step in adequate mastery of the vocabulary before reading *Jim and Judy*. In the event, therefore, that all children do not have copies of the Preparatory Book, the teacher should provide similar experiences. From old magazines and advertisements the teacher may cut out pictures which can be used to illustrate the new words as they are presented. With these illustrations may be made a class dictionary. One page of the class dictionary may be devoted to each word. The teacher should paste the illustrating picture at the top of the page. Directly under the picture she should print the word in upper case and lower case forms. At the bottom of the page she may print the sentences which are presented in the Preparatory Book.

Related activities

The following list of activities which may be undertaken to enrich and extend the materials of the unit will be of assistance to the teacher:

1. *Topics for discussion, experience stories, etc.*

- Birthday celebrations
- Forms of birthday greetings
- How to choose birthday gifts
- Giving birthday gifts
- How to express thanks for a present
- What to do at a birthday party
- Games to play at a birthday party

2. *Things to make and do.*

- Compiling a list of birthdays of the children in the class
- Making birthday announcements for the bulletin board

Making birthday cards
 Planning a party and composing the invitations
 Planning a letter of thanks for a gift
 Learning a birthday song
 Learning games to play at a birthday party

Unit I—Part 1

A. PREPARATORY BOOK PAGES 1-18 (PREPARATION FOR PAGES 1-17 OF "JIM AND JUDY")

Pages 1, 3

No New Words

As in the case of each page in the Preparatory Book which accompanies the Primer, full directions are given to the teacher for the procedure to be used in developing the page.

The purpose of pages 1 and 3 is primarily to accustom the child to working with and handling his Preparatory Book and to continue the work begun in the Pre-Primer, *Off We Go*, in work-type reading. In order that the child may become accustomed to the work in the Preparatory Book, no new vocabulary has been introduced in these first pages. The teacher should make very sure that the children understand the technique to be used in doing the work of the pages, and her explanation may be extended or modified to suit the needs of the children.

The teacher may find it advisable to check the work of each child in his plans for the page before he pastes the material into place. It is very important that the child succeed and, consequently, it is advisable for the teacher to help the child avoid making an error.

Re-use of Preparatory Book pages 1, 3

After the children have finished the work of pages 1 and 3 of the Preparatory Book, they may read the pages orally to one another or to the teacher. They should then be encouraged to take the pages home to read to their parents.

Alternate preparatory activities

The teacher may obtain pictures similar to those on pages 1 and 3. She may print on strips of oak tag the sentences that are found on the Preparatory Book pages. The children may place the sentences under the proper picture.

The teacher may draw simple illustrations on the blackboard of a wagon, an automobile, a farm, a boy in an automobile. Under the pictures she may print the sentences as they are arranged in the Preparatory Book page. The children may indicate where each sentence should be placed.

Page 5

New Words

house	barn
toy	painted

Minimum repetition

The following list does not indicate all the appearances of each word, but only the pages on which the first seven appearances occur, in the *Preparatory Book* and in *Jim and Judy*.

- house: *Preparatory Book*, pages 5, 5, 5, 5, 5, 5, 6.
Jim and Judy, pages 11, 11, 11, 11, 11, 11, 12.
- toy: *Preparatory Book*, pages 5, 5, 5, 5, 5, 5, 6.
Jim and Judy, pages 6, 6, 6, 6, 7, 7, 7.
- barn: *Preparatory Book*, pages 5, 5, 5, 5, 5, 5, 6.
Jim and Judy, page 13, 13, 13, 13, 13, 13, 13.
- painted: *Preparatory Book*, pages 5, 5, 5, 5, 5, 6, 6.
Jim and Judy, pages 9, 9, 9, 9, 11, 13, 23.

At this time the child is introduced to the problem of working out new vocabulary from the pages of the Preparatory Book. In presenting the material, the teacher should exercise great care in her method of presentation so that the child becomes fully equipped with the necessary techniques and skills in working out words. The child should be conscious of the fact that when he is working with the dictionary cards, he is studying and consciously attempting to solve a problem. He must know

that the work is not to be done unthinkingly or without full awareness of the problem before him. As indicated in the note to the teacher on page 6 of the Preparatory Book, the work with the dictionary cards should be done under her direct supervision. The child should attempt to identify the new words which he sees in their upper and lower case forms through the means of the picture which accompanies it whenever it is possible to illustrate the word. Obviously, he is to "guess" the word. He should then read the text, which is an integral part of the dictionary card, and determine whether his "guess" is correct. In the event that the new word cannot be illustrated, the child is to read the text and attempt to work out the new word from the context clues. The teacher will note that vigorous context clues are given in the text. The text of the dictionary cards contains no new vocabulary other than the word being introduced in the card.

The child should not undertake the remaining exercises on the Preparatory Book page until he is aware of the new words contained on the page. The important purposes of the additional material will be destroyed if the child is permitted to undertake the work before he is able to read the new vocabulary.

The remaining material on the pages does not constitute tests and is not to be used as such unless the note to the teacher definitely indicates that the material comprises a test. Otherwise, the exercises are to be used as enriching and co-ordinating exercises. They present the new word in other situations and further deepen the child's association between the printed form of a new word and its language form and meaning. In working out these co-ordinating exercises, the child should be encouraged to refer to the dictionary cards as often as is necessary.

Alternate preparatory activities

The teacher may obtain magazine pictures which illustrate the new words presented on page 5 of the Preparatory Book. Pages for the class dictionary (described on page 46 of this Manual) may be made through the use of the pictures and the descriptive sentences in the Preparatory Book.

For the co-ordinating exercise on page 5 the teacher may gather the children about her in groups of eight or ten and hold her copy of the Preparatory Book so that the children are able to see it. She may explain that the sentences under each picture ask them a question. The children may read the question silently and indicate the correct answer by pointing to the relevant parts of the pictures.

Page 6

No New Words

The teacher will find that the words introduced on page 5 have been repeated at the bottom of page 6. The teacher is cautioned against using the words for drill purposes. They are placed there to serve as a reminder to the children of the words which they are in the process of mastering. If the child has difficulty with the word as it occurs in the text, he should be encouraged to consult his dictionary card.

When the work on page 6 has been completed, the child should cut out the dictionary cards on page 5. These dictionary cards may be filed alphabetically in a blankbook.

Re-use of Preparatory Book page 5

After the children have completed the work on pages 5 and 6 and have filed the dictionary cards, the remaining pictures on page 5 may be cut out and pasted on a large sheet of paper. The children may find descriptive text in the preceding pages, or may prepare descriptive texts and paste the sentences under the pictures. The pictures may then be colored.

Alternate preparatory activities

The teacher may print on the blackboard the sentences which accompany the three pictures on page 6 of the Preparatory Book. The children may examine each picture in the teacher's copy of the Preparatory Book and find the correct descriptive sentence on the blackboard.

The teacher may obtain pictures similar to those on page 6 and paste each picture on a sheet of Manila paper or newsprint. Under each picture she may print the three sentences given on page 6 of the Preparatory Book. The children may find the correct descriptive sentence.

In the event that the children have difficulty with any of the words presented in the previous lesson, the teacher should refer them to the class dictionary.

Page 7

New Words

out	one
cut	surprise

Minimum repetition

out: *Preparatory Book*, page 7, 7, 7, 7, 7, 7, 7.
Jim and Judy, pages 8, 8, 8, 8, 8, 11, 13.

cut: *Preparatory Book*, pages 7, 7, 7, 7, 7, 8, 8.
Jim and Judy, pages 8, 8, 8, 8, 8, 11, 13.

one: *Preparatory Book*, pages 7, 7, 7, 7, 7, 8, 8.
Jim and Judy, pages 110, 111, 114, 117, 123, 126, 126.

surprise: *Preparatory Book*, pages 7, 7, 7, 7, 7, 7, 30.
Jim and Judy, pages 1 (chapter title page), 38, 38, 38, 39, 39, 39.

The children may work out the new words presented in the dictionary cards as outlined in the note to the teacher on page 8.

The teacher may explain the technique to be used in working out the co-ordinating exercise on page 7 and, if necessary, should supervise the marking of the first word.

Re-use of Preparatory Book page 7

The teacher may print on the blackboard and read to the children the word groups *house, horse, hay; too, toy, Tags; calf, cut, car; surprise, supper, said*. As each word group is read, the teacher should point out the similarities of the initial sounds of the words. No detailed analytical work should be undertaken at this time. The teacher should have as her purpose only to make the child conscious of similarities of sounds.

Alternate preparatory activities

The children may make additional pages for the class dictionary, using the words and sentences on page 7 of the *Preparatory Book*.

For the co-ordinating exercise the teacher may print on the blackboard the words of each word group. She may show the children the corresponding picture in her Preparatory Book, and the children may select the word which is descriptive of the picture.

Page 8

No New Words

The teacher may explain to the children that she will not need to tell them what to do with this page since the directions are in the text. The children may read each sentence and locate the object which is to be cut out. The teacher may find it necessary to have some class discussion of the proper technique in cutting. The children should cut out the objects in the order in which they are named in the directions.

Re-use of Preparatory Book page 8

The children may paste the cut-out figures from page 8 on paper and label each picture with a phrase which may be cut from the text of the directions.

The teacher may print the sentences on the blackboard. As the teacher indicates a sentence, the child may read it silently and show the cut-out figure which is appropriate to the sentence.

Alternate preparatory activities

The teacher may print on the blackboard the sentences found on page 8 of the Preparatory Book. The children may read the directions and follow them by freehand cutting. If any child has difficulty with the vocabulary which was presented in the preceding lesson, he should be encouraged to consult the class dictionary.

Page 9

New Words

for

ready

Minimum repetition

for: *Preparatory Book*, page 9, 9, 9, 9, 9, 9, 9.

Jim and Judy, pages 4, 6, 6, 7, 11, 13, 19.

ready: *Preparatory Book*, page 9, 9, 9, 9, 9, 9, 9.

Jim and Judy, pages 10, 10, 10, 10, 12, 13, 14.

The teacher should introduce the new words in the dictionary cards and assist the children to read the accompanying sentences as outlined in the note to the teacher for page 9 of the *Preparatory Book*.

The teacher should explain to the children the technique of the co-ordinating exercise and, if necessary, assist them in carrying out the directions.

Re-use of *Preparatory Book* page 9

After the children have cut out the sentences at the bottom of the page and pasted them under the correct picture, they may reread silently the sentences which have been pasted under the picture. They may then read the material orally.

Alternate preparatory activities

The teacher may assist the children to make additional pages for the class dictionary. When the pages have been completed, the children may read them both silently and orally.

For the co-ordinating exercise the teacher may print on small strips of paper the sentences—*Jim is ready for a ride* and *Judy is ready for bed*. The teacher may then print the two sentences on the blackboard. The children may read the sentences on the blackboard and then place all the sentence strips which say *Jim is ready for a ride* at one side of their desks and all strips which say *Judy is ready for bed* on the other. The children may draw pictures to illustrate the two sentences.

Page 11

No New Words

The children are familiar with the technique involved in this type of exercise. A general discussion

as to the technique may precede the work with the page. If any of the children are not aware of the technique to be used, the teacher should assist them in working out the page.

Re-use of Preparatory Book page 11

After the work of page 11 has been completed, the children may practice reading it orally. The page may then be taken home and read to their parents.

The children may read the story that goes with each picture and then compose a suitable ending for the story.

Alternate preparatory activities

The teacher may print on the blackboard the simple stories found under the pictures on page 11 of the Preparatory Book. Each child should be supplied with sentence strips containing the sentences of the story. The children may read the sentences on the blackboard and then build each story on their desks with the sentence strips.

Page 13

New Words

will	he
make	they

Minimum repetition

will: *Preparatory Book*, page 13, 13, 13, 13, 13, 13, 13.

Jim and Judy, pages 5, 6, 6, 7, 7, 7, 7.

make: *Preparatory Book*, pages 13, 13, 13, 13, 13, 13, 14.

Jim and Judy, pages 5, 5, 5, 6, 6, 7, 7.

he: *Preparatory Book*, pages 13, 13, 13, 13, 13, 15, 15.

Jim and Judy, pages 10, 11, 12, 12, 12, 15, 15.

they: *Preparatory Book*, pages 13, 13, 13, 13, 13, 15, 15.

Jim and Judy, pages 9, 9, 10, 13, 22, 39, 39.

The teacher may present the dictionary cards as outlined in the note to the teacher for page 13 of the Preparatory Book.

The teacher may direct the children to read the text of the co-ordinating exercise and draw a line from the question to the part of the picture which answers it.

Alternate preparatory activities

The children may prepare additional pages for the class dictionary based upon the new words presented on page 13 of the Preparatory Book.

The teacher may print the text of the co-ordinating exercise for page 13 on the blackboard, omitting, however, the two questions presented on page 13. The children may read the text silently and draw a picture to illustrate the story.

Page 14

No New Words

The children may read each sentence and find the picture which illustrates it. They may draw a line from the sentence to the picture. If the children have any difficulty with the vocabulary in the exercise on page 14, they are to be encouraged to refer to their dictionary cards.

Re-use of Preparatory Book page 14

The children may reread the text on page 14 and draw a picture to illustrate one of the sentences. The pictures may then be shown, and the other children may attempt to guess which sentence has been illustrated.

Alternate preparatory activities

The teacher may put on the blackboard the sentences on page 14 of the Preparatory Book. The children may read the sentences silently and then orally. Each child may select one sentence to illustrate. After his drawing has been completed, the other children may attempt to guess what sentence has been illustrated, or the child may read the sentence from the blackboard and show his picture.

Page 15

New Words

put	present
birthday	color

Minimum repetition

- put: *Preparatory Book*, pages 15, 15, 15, 15, 17, 17, 17.
Jim and Judy, pages 12, 12, 12, 12, 14, 14, 15.
- birthday: *Preparatory Book*, page 15, 15, 15, 15, 15, 15, 15.
Jim and Judy, pages 1, 2, 3, 4, 5, 17, 18.
- present: *Preparatory Book*, page 15, 15, 15, 15, 15, 15, 15.
Jim and Judy, pages 2, 4, 4, 4, 5, 5, 5.
- *color: *Preparatory Book*, page 15, 15, 15, 15, 15, 15, 15.

The teacher may present the vocabulary of the co-ordinating exercise according to the methods outlined in the note to the teacher for page 15 of the *Preparatory Book*.

Alternate preparatory activities

The teacher may print the words presented on page 15 of the *Preparatory Book* on the blackboard and assist the children to make additional pages for the class dictionary.

In place of the co-ordinating exercise presented on page 15 of the *Preparatory Book*, the teacher may print on the blackboard the following sentences:

Make a birthday present for Jim.
 Color it.
 Make a birthday present for Judy.
 Color it.

* *Color* is a "technical" word—that is, a word taught in the *Preparatory Book* that the child needs to understand in order to follow the directions.

The children should be encouraged to draw objects that they think would be nice gifts. The pictures may then be discussed and each child may tell why he selected specific birthday presents for Jim and Judy.

Page 16

No New Words

The teacher may follow the procedure outlined in the note to the teacher on page 16.

Re-use of Preparatory Book page 16

The children may cut out the four pictures on page 16 and paste each picture on a sheet of blank paper. They may compose a story about each of the four characters, and the teacher may print the story under the pictures. The pages may be sewn together to make individual booklets.

Alternate preparatory activities

The teacher may print the names *Jim, farmer, Judy, father* on the blackboard and read them to the children. When the children are able to identify the names, they should find suitable pictures in catalogues or magazines. These pictures should be cut out and pasted on sheets of paper. The teacher may print the names of the characters under the individual pictures in accordance with the children's instructions.

The teacher may print the remaining text of Preparatory Book page 16 on the blackboard, and the children may follow the directions.

Page 17

New Words

Judy's	wheel
tomorrow	have

Minimum repetition

- Judy's: *Preparatory Book*, pages 17, 17, 17, 17, 17, 17, 18.
Jim and Judy, pages 3, 5, 5, 17, 17, 33, 42.
- tomorrow: *Preparatory Book*, pages 17, 17, 17, 17, 17, 17, 18.
Jim and Judy, pages 3, 17, 17, 19, 31, 31, 31.
- wheel: *Preparatory Book*, pages 17, 17, 17, 17, 17, 18, 18.
Jim and Judy, pages 22, 22, 22, 23, 24, 24, 24.
- have: *Preparatory Book*, pages 17, 17, 17, 17, 17, 18, 18.
Jim and Judy, pages 31, 32, 35, 35, 36, 37, 37.

The teacher may present the page in accordance with the procedure outlined in the note to the teacher for page 17. In presenting the word *Judy's*, the teacher should note the use of the phrase *Judy's bed*. She should make it clear to the children that the new word is underlined in the phrase and that the word *bed* was added so that an illustration could be made.

In the co-ordinating exercise, the teacher may wish to demonstrate how to put an X and ✓ ✓ on an object. She should also emphasize the fact that according to the directions only *Judy's* present is to be colored.

Alternate preparatory activities

The teacher should assist the children to make additional pages for the class dictionary. She will wish to be particularly careful about developing the words *tomorrow* and *have*, since it is impossible to portray these words.

For the co-ordinating exercise the teacher may gather a group of children about her and ask the children to read the co-ordinating exercise from her copy of the *Preparatory Book*. In place of marking the picture, the children may point to the pertinent parts of the picture.

The children are familiar with the technique involved in the exercise on page 18. However, if any child is having difficulty in working out the page, the teacher should assist him.

Re-use of Preparatory Book page 18

The children may cut out the text of page 18 and select one sentence from each group to illustrate. After a child has drawn the pictures, the other children may try to guess which sentence he has illustrated.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences given on page 18 of the Preparatory Book. The children may read each group of sentences and select one sentence from each group to illustrate. After a child has drawn the pictures, the other children may attempt to guess which sentences have been illustrated, or each child may read aloud the sentences which are illustrated by his pictures.

B. "JIM AND JUDY," PAGES 1-17

When the children have completed the work of Preparatory Book pages 1-18, or the corresponding alternate preparatory activities, they are prepared to read pages 1-17 of *Jim and Judy*. The book should be distributed and ample time should be allowed for the children to leaf through the pages and enjoy the book and the pictures. The teacher should call attention to the care of the book and should suggest that these are the same children that appeared in *Off We Go*. The children should examine the title page, and the teacher should call attention to the listing of the stories in the table of contents. She may explain the function of the table of contents.

Page 1

Teacher: Look at page 1. This tells about the first part of your book. It is the first chapter of *Jim and Judy*. What is the name of the first chapter? Yes, the name is "Birthday Surprises." Can you guess what will happen in the first chapter of this book? How many think Jim and Judy are going to be given some gifts? Perhaps they will have a birthday party.

Page 2

Teacher: On page 2 is the title of the first story. Can you find the title of the first story and read it? What is Jim doing? Why do you think he is using a saw? What do you think he is making?

Pages 3-6

Teacher: The first part of this story begins on page 3 and ends on page 6. What is the name of the first part of the story?

If the children have difficulty in finding the title of this part of the story, the teacher should show them that the title is in blacker type and at the top of the story.

Teacher: Yes, the name of the first part of the story is "Jim and Father." Look at the picture. What is Jim doing? What do you think he is saying to Father? How can we find out what Jim is saying? Yes, we can read the page. Read page 3 silently.

Who will read all that Jim said to Father? Whose birthday is tomorrow? What do you think will happen next? Do you think Jim wants to have a present for Judy?

Look at page 4. The first sentence on page 4 is two lines long. You will have to read two lines before you have read the first sentence. Do not stop at the end of the first line. Read the first sentence silently. Remember to read two lines.

Who will read the first sentence aloud?

If the children have difficulty in reading the two-line sentence, the teacher may find it advisable to demonstrate on the blackboard the correct eye direction.

Teacher: Now read the rest of page 4 silently and find out all that Jim said.

Who will read page 4 aloud to tell us just what Jim said?

Now look at page 5. Jim and Father are still talking, aren't they? The first two sentences will tell us something that Father said. The next sentence is two lines long. It tells us what Jim said. Read page 5 silently.

Did Father tell Jim to buy a present? Read the two lines that tell what Father said. Who will read the next sentence? How many lines must you read to read the last sentence?

Page 6 is the end of the first part of this story. Look at the picture on page 6. What do you think

is happening? Why do you think Jim and Father are going upstairs to the attic? Do you think they are going to make a toy for Judy? Read the first two lines of page 6 silently and find out what Father said.

Who will read the first two lines aloud?

Each of the next two sentences are two lines long. You will have to read two lines in order to read the next sentence, and you will have to read two lines more in order to read the sentence after that. Read the next two sentences silently.

Who will read them aloud? The next two lines on the page tell you what Father said. The sentence is two lines long. Do not stop at the end of the first line.

Who will be Father and who will be Jim? Decide just what Father must say and just what Jim must say.

Now that we have finished the first part of the story, let us go back to page 3 and read the story silently. When you have finished page 3 turn to page 4 and read it. Then read page 5 and then turn to page 6 and read it.

Who will read page 3 aloud?

Who will read page 4?

Will someone read page 5?

Who will read page 6?

Pages 7-17

Teacher: Now we are going to read the next part of this story. The next part is very long. It begins on page 7 and it does not end until page 17. Look at all the pictures from page 7 to page 17. Find out what Father and Jim are making for Judy. Do you think a toy farm is a nice gift? Do you think Judy will like her birthday present?

Let's look at page 7. Find the title of this part of the story. Look at the first three sentences. Each one of the first three sentences is two lines long. How many lines must you read in order to read the first sentence? How many lines must you read in order to read the second sentence? How many lines must you read in order to read the third sentence?

Read this page silently. Jim and Father are talking on this page. Find out what each one said. Remember to read two lines when you read the first, second, and third sentences.

What are Father and Jim going to make for Judy? Who will read the first sentence? Remember to read two lines.

Who will read the rest of the page aloud? Who will tell all the things that Jim and Father are going to make?

Now look at the picture on page 8. What is Father doing? What is Jim doing? They look as though they are having fun.

Read the first sentence to find out what Father did first. Find out what he said in the second sentence.

Who will read the first two sentences aloud?

Read the next sentence silently to find out what Father cut out next. Read the fourth sentence silently to find out what Jim cut out. Then read the next two sentences silently and find out what else Father and Jim cut out.

There is one sentence on the page that tells something that Father said. Can you find the sentence? Who will read it aloud?

Who will read aloud the sentences that tell all the things that Father cut out?

Who will read aloud the sentences that tell all the things that Jim cut out?

Page 9 tells us how Jim and Father painted the farmer, the calf, the wagon, and the horse. Read page 9 silently.

Who will read all of page 9 aloud?

Now turn to page 10. Page 10 is a long page, isn't it? Look at page 10 and find out how many sentences are two lines long. How can you tell when the sentence is more than one line long?

In the first part of page 10 Father talks. Father says two sentences. Read the first two sentences and find out what Father said.

In the next two lines Jim said something. Read the next two lines silently and find out what Jim said.

Look at the next four lines. Who talks next? Read the four lines silently and find out what Father said. Read the last two lines silently.

Who will read aloud the first two sentences that tell what Father said? Who will read what Jim said? Who will read what Father said next? Who will read the last two sentences?

Father and Jim have cut out the farm. They have made the toy wagon and the horse. They have made the hay wagon and the calf and the farmer. What else do you think they need on a farm?

Look at page 11. Read page 11 silently and find out whether you guessed one of the things that Father and Jim still need for the farm. What did Jim and Father decide to make next?

Who will read aloud what Jim said? Who will read what Father said? Who will read aloud the last two lines?

Look at the picture on page 12. What is happening? Read the first two sentences silently and find out what is ready.

Read the next sentence silently and find out what Father said. Now read the rest of the page and find out what Jim did.

On page 11 Jim and Father decided that they would make a house. What else should they have on their farm?

Read page 13 silently and find out whether you have guessed what else is needed on the farm.

The first three lines on page 13 tell us what Jim said. Who will read the first three lines aloud? Who cut out the barn? Who painted the barn? What did Jim and Father say then?

The farm is almost ready. There are one or two things that Jim and Father must do yet. The first sentence tells what Jim did. Read the first sentence silently.

Who will read it aloud?

The next sentence tells what Father did. How long is the next sentence? How many lines will you have to read before you have finished the next sentence? Read the next sentence silently.

What did Father do? Read the rest of page 14.

Now look back at page 13 and read it silently. Read all of page 13 silently and all of page 14 silently.

Who will read page 13 aloud?

Who will read page 14 aloud?

Jim and Father have had fun making the farm, haven't they? I think that they will want to play with it a little now. Page 15, page 16, and page 17 tell what Jim and Father do with the toy farm.

Read these three pages silently. We will have to begin on page 15 and read all of that page. Then you must turn the page and read all of page 16. Then you must read all of page 17. When you have read these three pages, you will have finished the story.

Pick out the page that you like best and get ready to read it to the class. Perhaps you would like to read the whole story about the toy farm again. That story begins on page 7 and ends on page 17. What page should you read first? On what page should you stop reading?

Enrichment activities

After the children have become interested in the toy farm that Father and Jim made for Judy's birthday, they should be encouraged to construct a toy farm. The teacher should suggest that the pictures be used as reference sources in planning the construction of the farm. She should point out that on the end papers is printed a toy farm. The picture of the toy farm on the end papers may give them some suggestions and ideas for the construction of their own toy farm.

When the children have completed building the toy farm, they may make a story about their farm or about the method of building it. The teacher should tactfully insist that the points of the story be developed in an orderly and logical way.

The discussion of the toy farm may lead logically to discussion of actual farms. In such a discussion the teacher should stress the interdependence of people and point out the many ways in which the farmer helps the city people.

Unit I—Part 2

A. PREPARATORY BOOK PAGES 19-30 (PREPARATION FOR PAGES 18-31 OF "JIM AND JUDY")

Page 19

New Words

asked
can
pull

Minimum repetition

asked: *Preparatory Book*, pages 19, 19, 19, 19, 21, 27, 29.

Jim and Judy, pages 21, 23, 24, 26, 52, 60, 61.

can: *Preparatory Book*, page 19, 19, 19, 19, 19, 19, 19.

Jim and Judy, pages 26, 26, 26, 30, 31, 31, 36.

pull: *Preparatory Book*, pages 19, 19, 19, 19, 19, 29, 29.

Jim and Judy, pages 26, 26, 26, 31, 36, 37, 54.

After the dictionary cards have been studied and the sentences have been matched according to directions, those sentences may be cut from the pictures, and the children may make drawings to illustrate the sentences. Each sentence may be pasted under the drawing.

Alternate preparatory activities

The teacher may print on the blackboard the sentences which are used on *Preparatory Book* page 19 to present the new words. The children may read the sentences and work out the new words *asked*, *can*, and *pull*. The sentences may later be incorporated in the class dictionary.

The teacher may print on the blackboard the sentence found under each picture on page 19. The children may match the sentences on the blackboard with other sentences printed on oak tag. If the teacher prefers, a group of children may look at the teacher's copy of the *Preparatory Book* and read the sentence under each picture and then find the correct sentence to match it.

Page 21

New Words

Jim's with

box of

Minimum repetition

Jim's: *Preparatory Book*, pages 21, 21, 21, 21, 22, 22, 22.

Jim and Judy, pages 19, 20, 20, 28, 30, 31, 33.

box: *Preparatory Book*, pages 21, 21, 21, 21, 22, 22, 22.

Jim and Judy, pages 20, 21, 21, 21, 21, 23, 23.

with: *Preparatory Book*, pages 21, 21, 21, 21, 22, 22, 22.

Jim and Judy, pages 22, 26, 26, 36, 36, 37, 37.

of: *Preparatory Book*, pages 21, 21, 21, 21, 21, 21, 22.

Jim and Judy, pages 28, 28, 28, 65, 67, 69, 76.

The teacher may follow the procedure suggested in the note to the teacher for page 21. In the work of the dictionary cards she may find it advisable to point out that the new word in the first card is *Jim's*.

Alternate preparatory activities

Since the pictures of the toy horse and the box may be drawn without difficulty, the teacher may print the dictionary cards on the blackboard. The children may work out the new words from the drawings and from the sentences. The children and the teacher, working together, may make four additional pages for the class dictionary.

For the co-ordinating exercise the teacher may also draw on the blackboard the simple pictures on page 21. She may print the question and direction under each picture and ask various children to follow the directions.

Page 22

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 22.

Re-use of Preparatory Book page 22

When the children have completed the exercise on page 22, they may cut from the page each group of sentences. They may select one group of sentences to illustrate.

Alternate preparatory activities

The teacher may draw on the blackboard pictures similar to those on page 22. She may print the groups of sentences beside the pictures. The children may read each group of sentences silently. After they have decided upon the correct sentences, various children may draw lines from the sentences to the pictures, and the other children may decide whether the correct answers have been chosen.

Page 23

New Words

ran	good
jumped	stick

Minimum repetition

ran: *Preparatory Book*, pages 23, 23, 23, 23, 23, 23, 24.
Jim and Judy, pages 25, 27, 28, 29, 29, 29, 29.

jumped: *Preparatory Book*, pages 23, 23, 23, 23, 23, 24, 24.
Jim and Judy, pages 27, 27, 27, 28, 38, 38, 42.

good: *Preparatory Book*, page 23, 23, 23, 23, 23, 23, 23.
Jim and Judy, pages 20, 21, 21, 21, 26, 31, 36.

stick: *Preparatory Book*, pages 23, 23, 23, 23, 23, 25, 25.
Jim and Judy, pages 25, 25, 25, 25, 25, 26, 26.

The teacher may follow the procedure suggested in the note to the teacher for page 23.

Re-use of Preparatory Book page 23

The teacher may print on the blackboard the six sentences used in the co-ordinating exercise. Each child may select one or two sentences to illustrate. The teacher may print the sentences illustrated at the bottom of each picture. These pictures may be exhibited around the room or may be bound together to form a booklet for the library table.

Alternate preparatory activities

The teacher may print on the blackboard the material of the dictionary cards. The children may work out the new words from the sentences. The teacher may assist the child to make additional pages for the class dictionary.

For the co-ordinating exercise the teacher may print on the blackboard the six sentences given on page 23. The children may read the sentences silently, and each child may select one or two sentences to illustrate. The sentence which is illustrated may be printed under each picture. The pictures may then be exhibited around the room.

Page 24

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 24.

Re-use of Preparatory Book page 24

When the children have completed the work for page 24, the paragraphs may be cut out. Each child may make an illustration for each paragraph and paste the paragraph under the illustration.

Alternate preparatory activities

The teacher may print on the blackboard the three groups of sentences presented on page 24. The children may read each group of sentences silently and draw pictures to illustrate the groups of sentences. When the pictures have been completed, the teacher may, if she wishes, print the text

under each picture. The pages may be bound together to form a booklet, or each child may take them home to read to his parents.

Page 25

No New Words

Page 25 is a review page. No new words are presented as the exercise reviews vocabulary previously presented. The teacher is cautioned against using page 25 as a test. This page constitutes an opportunity for the child to find out how well he is progressing and whether additional study of various dictionary cards is needed before he proceeds further.

The teacher may follow the procedure suggested in the note to the teacher for page 25.

Re-use of Preparatory Book page 25

The teacher may print on the blackboard and read for the children the following word groups. The children should note that the words in each group have the same initial sounds. The teacher should not require visual analysis of the words:

house	calf	supper	ready
horse	can	stick	ride
	car		

Alternate preparatory activities

Since the pictures on page 25 of the Preparatory Book are quite simple, the teacher may draw them on the blackboard, and may print on the blackboard the groups of sentences presented on page 25. The children may read each group of sentences silently and look at the pictures. They may decide upon the correct answers. Various children may go to the blackboard and indicate the sentence that matches the picture. The sentence may be read aloud, and the other children may decide whether it is correct.

Page 26

No New Words

Like page 25, page 26 constitutes a review exercise. It is not to be considered a test. Each child should determine from the accuracy of his work on page 25 and page 26 whether additional work is needed on particular dictionary cards.

The teacher may follow the procedure suggested in the note to the teacher for page 26.

Re-use of Preparatory Book page 26

The teacher may print on the blackboard the groups of sentences on page 26. The children may read the groups of sentences, and each child may draw a series of pictures to illustrate the groups of sentences. If the teacher wishes, she may print the text under each picture. The pages may be bound together to form a booklet for the child to read silently and for him to take home to read to his parents.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences on page 26 of the Preparatory Book. The children may read the groups of sentences silently and draw a picture to illustrate each group. The pictures may be exhibited, and the children may guess which group of sentences is illustrated by each picture.

Page 27

New Words

all	into
red	no

Minimum repetition

- all: *Preparatory Book*, pages 27, 27, 27, 27, 27, 27, 28.
Jim and Judy, pages 28, 29, 29, 39, 40, 43, 61.
- red: *Preparatory Book*, page 27, 27, 27, 27, 27, 27, 27.
Jim and Judy, pages 21, 23, 23, 24, 24, 24, 25.
- into: *Preparatory Book*, pages 27, 27, 27, 27, 28, 28, 28.
Jim and Judy, pages 27, 27, 27, 38, 38, 39, 58.
- no: *Preparatory Book*, pages 27, 27, 27, 27, 27, 28, 28.
Jim and Judy, pages 23, 23, 24, 24, 30, 30, 42.

The teacher may follow the procedure outlined in the note to the teacher for page 27.

Alternate preparatory activities

The teacher may print on the blackboard the new words and the sentences given in the dictionary cards for page 27. The children may work out the new words from the context clues. The teacher and the children may prepare four additional pages for the class dictionary.

In place of the co-ordinating exercise the teacher may print on the blackboard the following directions:

Make two barns.
 Color all the barns red.

Make two toys.
 Color all the toys red.

The children may read the sentences silently and follow the directions. In the event that any child has difficulty in understanding what to do, the teacher should help him promptly. She should be extremely careful to guard against any child's becoming embarrassed because he is unable to understand the directions.

Page 28

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 28.

Alternate preparatory activities

The teacher may print on the blackboard the following directions:

Make a red box.

Draw some toys in the box.

Make a picture of Jim and Judy.

Jim ran into the barn.

Judy ran into the barn, too.

Draw Tags and Father.

Tags wants to go for a ride.

Father said, "No, no, Tags."

The children may draw pictures in accordance with the directions. After the pictures have been completed, the children may discuss the directions and the drawings.

Pages 29-30*No New Words*

Pages 29 and 30 constitute vocabulary tests which test the child's mastery of the vocabulary introduced from pages 1-30 of the Preparatory Book in preparation for pages 1-31 of *Jim and Judy*. Page 29 tests the child's preparation for pages 18-31 of *Jim and Judy*. Page 30 tests the child's mastery of vocabulary of pages 1-31 of *Jim and Judy*.

Since the purpose of these pages is to give the teacher information regarding each child's progress in word mastery, the child should be required to work out independently the preparation and explanation for these pages, and the demonstration of the required technique should be thorough so that the results obtained from the tests will be unaffected by such elements as difficulties in marking, incomplete understanding of what is to be done, lack of knowledge of the technique of using the exercise, etc. Although the purpose of page 29 and page 30 is to test the child's mastery of vocabulary, the teacher should not call these pages tests, and the procedure should be informal and pleasant.

In order to demonstrate the technique involved in the vocabulary tests, the teacher may print in a column on the blackboard the words *all, red, into*. She may say to the child, "I am going to say one of the words that I have printed." Here the teacher may pronounce the word *red*. She can then say, "Who can show me the word I said?" One child may point out the word *red*, and the teacher may underline it. She may continue the demonstration with several other groups of words. The word groups should be arranged on the blackboard in the same manner as they are on pages 29 and 30, and the teacher should demonstrate that the work is done from the top of the first column to the bottom, from the top of the second column to the bottom of it, etc.

When the procedure is clearly understood, the children may turn to page 29 of the Preparatory Book. The teacher should tell them that they are to mark this page in the same way that the words on the blackboard were marked. The teacher should explain that she will say a word, the child will find that word in the box, and he will then draw a line under it.

The teacher should have each child place his finger on the box containing the first group of words: *bed, box, barn*. The teacher should say, "I am going to say one of the words in this box. When I say the word, look for it in the box and draw a line under it."

The teacher should pronounce the word *bed*, enunciate it clearly, and repeat the word if necessary. She should watch the children as they work, and if any child does not understand thoroughly what he is to do, she should give further explanation and demonstration from the blackboard.

The teacher should read slowly so that each child will be able to hear the word and have time to draw a line under the following words:

	with	supper	farmer
into	ran	put	of
and	Jim's	pull	this
can	go	on	asked

When the children have completed the test on page 29, the teacher should collect the papers (or the books, if she does not wish to remove the page), and make sure that each paper is marked with the child's name. She should study each paper carefully, noting errors, and diagnose any source of trouble.

Confusion of *in* and *into*, for example, may indicate that the child is failing to attack words in an orderly fashion, and is using a hit-or-miss method of looking at words. For such a child the teacher may find it necessary to demonstrate the correct left-to-right eye direction in examining words. She should make it clear to him that the left-to-right eye direction of reading applies to the examination of words as well as to the reading of sentences.

Confusion of such words as *car* and *calf*, *this* and *time*, *stick* and *supper* may indicate a similar hit-or-miss method of examining words.

Confusion of such words as *ran* and *can* may indicate a tendency to fix attention on a part of a word rather than upon the entire word. Such children may benefit by practice in reading sentences that are alike except for one or two words. These children may be asked to indicate the differences between such sentences.

Confusion of such words as *on* and *no*, *of* and *too* show a partial or complete reversal tendency. Again, frequent demonstration of correct eye movement in reading both sentences and words will be of assistance to the child. The children whose papers show more than a normal amount of error, which might well be due to inexperience, some tension or embarrassment of which the teacher is unaware, etc., will probably need further practice with the vocabulary presented on pages 1-30 of the Preparatory Book before proceeding further with the Reader. However, it will be most inadvisable for the teacher to require such children to study meticulously all the new words which have been presented. The testing program incorporated in the Gates Readers makes it possible for the teacher

to plan a thoughtful and careful type of review for children who need it. Children who have had difficulty with vocabulary should study the dictionary cards which contain the words with which they have had difficulty and may reread or use in another way the co-ordinating exercises which involve these words.

The teacher should explain, when the children are ready to take the test on page 30, that a somewhat different technique is involved on this page. She should explain that in each box there are four words, two of them being the same. The child is to read the words in each box and find the two words which are the same. She should tell them to draw a line under each of the two identical words. The teacher may find it advisable to demonstrate the technique with words printed on the blackboard and to ask the children to mark the two words of the first box, and should, herself, inspect what they have done before they proceed any further.

Alternate preparatory activities

In view of the fact that pages 29 and 30 constitute tests which test the child's mastery of the vocabulary necessary to read pages 1-30 of *Jim and Judy*, it is advisable for the teacher to have, even in classes that are not supplied with Preparatory Books, objective indications of each child's mastery of vocabulary.

The teacher may, therefore, print on the blackboard the groups of words presented on page 29 and may number them consecutively. She may then read aloud the words listed in the directions for administering this test, and the children may write on their papers the number of each word which she reads aloud. The teacher should demonstrate this procedure carefully, using a numbered group of words and explaining what numbers should be written on the paper.

The teacher may print on the blackboard the groups of words presented on page 30 and may number the words in each group. She should explain carefully to the children that they are to read the words in each group and find two words which are identical. They are to write the numbers of these words on their papers. The teacher should demonstrate this procedure carefully, using a numbered group of words and explaining what numbers should be written on the paper.

B. "JIM AND JUDY," PAGES 18-31

When the children have completed the work of Preparatory Book pages 19-30, or the corresponding alternate preparatory activities, they are prepared to read pages 18-31 of *Jim and Judy*.

Page 18

Teacher: Find page 18 in your book, *Jim and Judy*. Look at Judy. She looks as though she were thinking, doesn't she? What do you suppose she is thinking about?

I will read the title of this chapter. It is "Judy and the Birthday Present." The title tells us that we are going to read some stories about Judy and a birthday present. Whose birthday present do you think it will be? Jim made a birthday present for Judy. Do you think that Judy will make one for Jim? Let's read to find out what will happen.

Page 19

Teacher: Look at page 19. This part of the story is called "Judy and Mother." Do you see the title? Read the first sentence silently.

Where did Judy go?

The next two sentences will tell you something that Judy said. Read the two sentences silently.

Can you tell what Judy said to Mother? Do not read it. Say what Judy said. Do you think that Judy was excited when she said it? Say it in the same way that you think Judy would say it.

Page 20

Teacher: Look at page 20. Whom do you see in the picture? What are they doing? Why do you think Judy is coaxing Mother to come with her? Read the first two sentences to find out what Mother is saying to Judy.

Read the rest of the page.

What does Jim like?

What will Judy make? What does she think will make a good wagon?

Perhaps you would like to pretend that you are Judy and Mother. Who would like to be Judy? Who would like to be Mother? Play that you are these two people. Look at page 19 again. Who speaks first? What will she say?

The teacher should help the children dramatize the material on pages 19 and 20. Several groups of children should be encouraged to play the roles of Mother and Judy.

Pages 21-22

Teacher: On page 21 begins another story about Judy and the birthday present. The title of this part of the story is "The Red Wagon." This part of the story begins on page 21 and it does not end until page 31. There are many pages in this part of the story, aren't there?

We will read the first two pages now. Read the first sentence silently. Where did Judy and Mother go?

Read the next sentence. In the next sentence Judy asked Mother a question. Who will read the sentence aloud?

Read the next two sentences silently. Has Mother found a good box for the wagon?

Finish reading the page. What else did Judy say?

Now we will turn to page 22.

Look at the picture on page 22. Mother and Judy are outdoors. They are coming home. Where do you think they have been?

Read this page silently and find out what has happened.

Who will read the page aloud?

Read pages 21 and 22 silently again and then we will read these pages aloud.

Pages 23-26

Teacher: Mother and Judy have a box for the wagon and they have some wheels for the wagon. Now they are ready to make the wagon for Jim. The story from pages 23 to the end of page 26 will tell you how the wagon was made. Read these pages silently and look at the pictures carefully. Then you will know just how Mother and Judy made the red wagon for Jim.

The children may read the material silently, and the teacher should assist any child who encounters difficulty.

After the children have read the material silently, the teacher may ask the following questions:

1. On what page does it tell you that Judy painted the box red?
2. On what page does it tell you that Judy painted the wheels red?
3. Look at the picture on page 25. What is Judy doing there?
4. On what page did it tell you that the wagon was ready?
5. Who will read what Judy said as she painted the box red? The answer is on page 23.
6. Who will read what Mother said about the wheels? The answer is on page 24.
7. Who will read the rest of page 24?
8. Who will read all of page 25?
9. Who will read the first two sentences on page 26?
10. Who will read the question that Mother asked Judy on page 26?
11. Who will read Judy's answer?

Pages 27-31

Teacher: Now we are ready to read the end of this story. Perhaps it would be a good idea for you to recall what has happened in the first part. Turn to page 21. Look at the pictures from page 21 to page 26. The pictures will refresh your memory of what has happened.

The rest of the story tells about something funny that happened. Judy had just painted the wagon. The paint was still wet, wasn't it? Read the story from page 27 to page 31 and find out what funny thing happened.

When the children have read the material silently, the teacher may ask the following questions:

1. What did Tags do? The answer is on page 27.
2. What did Mother say to Tags? The answer is on page 28.
3. Why do you think Judy and Mother laughed?
4. Tags jumped out of the wagon and ran away. What did Judy and Mother do?

5. What did Judy call Tags?
6. Who will read all of page 30?
7. Who will read all of page 31?

Enrichment activities

The children may reread "The Red Wagon," pages 21 to 31, and plan to dramatize it.

The children may examine the pictures and decide how Judy made the wagon for Jim. They may discuss other ways of making a wagon and, if they wish, may make a wagon at school while they are reading the story. As they construct the wagon, they may dictate stories about their work for each day. The teacher may print the stories on the blackboard or on sheets of Manila paper, and each day read for the children the stories which they dictated about the work of the previous day.

Unit I—Part 3

A. PREPARATORY BOOK PAGES 31-40 (PREPARATION FOR PAGES 32-44 OF "JIM AND JUDY")

Page 31

New Words

home	came
played	children

Minimum repetition

home:	<i>Preparatory Book</i> , page 31, 31, 31, 31, 31, 31, 31.
	<i>Jim and Judy</i> , pages 38, 44, 54, 82, 82, 84, 101.
played:	<i>Preparatory Book</i> , pages 31, 31, 31, 31, 31, 32, 32.
	<i>Jim and Judy</i> , pages 36, 37, 40, 41, 41, 47, 48.
came:	<i>Preparatory Book</i> , page 31, 31, 31, 31, 31, 31, 31.
	<i>Jim and Judy</i> , pages 76, 76, 80, 80, 89, 103, 103.

children: *Preparatory Book*, pages 31, 31, 31, 31, 31, 32, 32.

Jim and Judy, pages 39, 40, 41, 41, 41, 42, 43.

The teacher may follow the procedure suggested in the note to the teacher for page 31.

Re-use of Preparatory Book page 31

When the pupils have completed the work on page 31, they may decide what other gifts Father could give the children. The children may make pictures showing other gifts that Jim and Judy might enjoy. The children might dictate such simple sentences as *This is a present for Judy* and *This present is for Jim*.

Alternate preparatory activities

Using the text of the dictionary cards on page 31 of the *Preparatory Book*, the teacher may present the new vocabulary, and the children may make additional pages for the class dictionary.

The text of the co-ordinating exercise on page 31 may be printed on the blackboard. The children may read the text and follow the directions.

Page 32

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 32.

Alternate preparatory activities

The teacher may print on the blackboard the three groups of sentences on page 32 of the *Preparatory Book*. The teacher may show the children the pictures on page 32 and ask the children to find the sentence which corresponds with each picture.

After this work has been completed, the teacher may read aloud the various sentences on the blackboard. The children may scan the sentences and try to find the sentence which she has read aloud.

Page 33

New Words

ice cream

cake

you

Minimum repetition

ice cream: *Preparatory Book*, pages 33, 33, 33, 33, 33, 36, 37.*Jim and Judy*, pages 41, 41, 42, 43, 43, 43, 59.cake: *Preparatory Book*, pages 33, 33, 33, 33, 33, 37, 38.*Jim and Judy*, pages 41, 41, 42, 42, 42, 42, 43.you: *Preparatory Book*, pages 33, 33, 33, 33, 33, 35, 35.*Jim and Judy*, pages 34, 34, 35, 35, 35, 35.

The teacher may follow the procedure suggested in the note to the teacher for page 33.

Re-use of Preparatory Book page 33

After the children have completed the work on page 33, they may draw a line from each picture to the words which describe the picture.

If the teacher prefers, the children may cut apart the pictures in the co-ordinating exercise on page 33 and may find sentences in previous pages of text to describe or tell about the pictures. The sentences may be cut out and the pictures and sentences may be pasted on sheets of paper.

Alternate preparatory activities

The teacher may copy on the blackboard the simple pictures given in the dictionary cards on Preparatory Book page 33. She may print on the blackboard the new words and the accompanying text presented on this page. The children may work out the new words from the text and the pictures. After this work has been completed, the children may make additional pages for the class dictionary.

The teacher may print on the blackboard the questions in the co-ordinating exercise on page 33. In another column she may print the answers to the questions. The children may read each question and decide upon the correct answer. Various children may be selected to draw a line from the question to the phrase that answers it and read both question and answer aloud.

Page 35

New Words

thank

happy

then

Minimum repetition

thank: *Preparatory Book*, pages 35, 35, 35, 35, 35, 35, 36.

Jim and Judy, pages 34, 34, 35, 35, 44, 44, 44.

happy: *Preparatory Book*, pages 35, 35, 35, 35, 35, 35, 36.

Jim and Judy, pages 33, 33, 33, 33, 34, 34, 39.

then: *Preparatory Book*, page 35, 35, 35, 35, 35, 35, 35.

Jim and Judy, pages 38, 38, 40, 41, 44, 47, 49.

The teacher may follow the procedure suggested in the note to the teacher for page 35. The optional exercise—headed “Can You Make This?”—is particularly valuable for faster learners who complete the work of this page quickly. Such children may read the text and either draw pictures or construct paper toys to indicate that they have understood the directions.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 35 of the *Preparatory Book*. She may assist the children to work out the new words. When this work has been completed, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise, and may change the directions to read:

Make the hay wagon.
Color the hay.

Make a barn.
Make the barn red.

If the teacher wishes, she may print on the blackboard the text of "Can You Make This?" The children may read the text silently and follow the directions.

Page 36

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 36. This is a new type of exercise and involves careful interpretation and evaluation. It is advisable for the teacher to explain the exercise carefully to the children. She may read the first paragraph aloud and then read each of the three choices of endings. She should then ask the children in which way they think the paragraph should end. She should instruct them to draw a line under the sentence which logically completes the paragraph.

Alternate preparatory activities

The teacher may print on the blackboard the four paragraphs and groups of sentences presented on page 36 of the Preparatory Book. The children may read each paragraph and decide which ending is correct. Various children may be selected to draw a line under the sentence which most logically completes the paragraph. The teacher may find it advisable to demonstrate the technique used in this exercise as is suggested in the discussion of Preparatory Book page 36.

Page 37

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 37.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences presented on page 37 of the Preparatory Book. She may show the children the pictures in her copy of the Preparatory Book. She may ask them to read each group of sentences silently, and various children may then read the correct sentence aloud.

When this work has been completed, the teacher may read a sentence aloud. The children may find the sentence and some of them may indicate the sentence which the teacher has read.

Page 38

No New Words

The teacher may follow the suggestions in the note to the teacher for page 38. The teacher should keep in mind that page 38 constitutes a vocabulary test testing the child's mastery of vocabulary that occurs on pages 32-44 of *Jim and Judy*. She should make sure that each child understands the technique to be used, but she should not discuss with him the correct answers.

After the test has been completed, the teacher may call attention to the initial sounds of the groups of words. She may point out that some groups of words have the same initial sound and ask the child to find these groups. The teacher should pronounce the words in each group and in case of doubt may pronounce the words again, stressing the initial sound slightly.

It is inadvisable for the teacher to plan for any re-use of this page, since she will wish to study each child's test carefully to determine whether he is having any reading difficulties.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented on page 38. She may place beside each group of words a simple picture. The children may read each group of words and

decide which word describes the picture. Various children may be called upon to draw a line under the correct word.

If the teacher wishes to use the material as a test of the child's mastery of the vocabulary which is presented on pages 32-44 of *Jim and Judy*, she may number the words in each group consecutively. Instead of asking various children to draw lines under the correct words, she may ask each child to write on his paper the number of the word in each group which correctly describes the picture.

Page 39

No New Words

Page 39 is a review test. It is introduced between page 38 and page 40, which are vocabulary tests, to give the child a rest period and to permit him to decide whether he needs further review of the vocabulary. The teacher is cautioned against considering this exercise a test. The teacher may follow the procedure suggested in the note to the teacher for page 39.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences presented on page 39 of the Preparatory Book. She may show the children the pictures in her copy of the Preparatory Book. She may ask them to read each group of sentences silently, and various children may then read the correct sentence aloud.

When this work has been completed, the teacher may read a sentence aloud. The children may find the sentence and some of them may indicate the sentence which the teacher has read.

Page 40

No New Words

Page 40 is designed to test the child's mastery of all vocabulary previously introduced in the Preparatory Book. Before the teacher administers the test, she should make sure that each child

understands the procedure, which is the same as that for page 29. Some of the word groups on page 29 may be printed on the blackboard and marked by the teacher as a preliminary demonstration. The teacher should remind the children that they are to begin in the upper left-hand corner and work down the first column. They are then to go to the top of the second column and work down it, and so on. The words to be pronounced by the teacher in administering this test are as follows:

out	can	happy	put	present
painted	make	ice cream	too	nc
Judy's	then	like	ready	asked
he	with	thank	get	home

If the teacher wishes, when this work has been completed, she may read aloud other words in the word groups and ask the children to mark with a different crayon the words which she reads aloud.

Re-use of Preparatory Book page 40

The teacher may read aloud various word groups which have the same initial sound and the children may note the initial sounds.

Alternate preparatory activities

In view of the fact that page 40 of the Preparatory Book is a test of the child's mastery of vocabulary, it is advisable for the teacher to have, even in classes that are not supplied with Preparatory Books, objective indications of each child's mastery of vocabulary. The teacher may, therefore, print on the blackboard the groups of words presented on page 40 and may number them consecutively. She may then read aloud the words listed in the lesson plan for Preparatory Book page 4C, and the children may write on their papers the number of each word which she reads aloud.

B. "JIM AND JUDY," PAGES 32-44

When the children have completed the work of Preparatory Book pages 31-40, or the corresponding alternate preparatory activities, they are prepared to read pages 32-44 of *Jim and Judy*.

Page 32

Teacher: Today we are going to read another story. It begins on page 32. Find page 32 and look at the picture. Look at the title. Who will read the title aloud? Does the title tell you what this story will be about?

Do you remember what Judy made for Jim's birthday present? What did Jim make for Judy? Do you think the children will have a birthday party?

Pages 33-35

Teacher: Look at the picture on page 33. Do Jim and Judy look happy? Why do you think they look so happy? I think they look excited, too. What secret does Judy have? What secret has Jim?

Read pages 33, 34, and 35 silently.

The children should read the material silently, and if any child is encountering difficulty, the teacher should assist him promptly and tactfully.

When the children have completed the reading, groups of children may dramatize the material on pages 33-35. The class should reread the material and decide what each character should do and say.

Pages 36-37

Teacher: Jim and Judy have exchanged birthday greetings. Now Judy will give Jim a present, and Jim will give Judy the present that he made.

Look at the picture on page 36. Does Jim look as though he liked his red wagon?

Look at the picture on page 37. Do you think Judy likes the toy farm?

Read pages 36 and 37 to find out whether Jim and Judy like their birthday gifts.

Page 38

Teacher: Someone else has a surprise for Jim and Judy. Can you guess who it is? Look at the picture on page 38. Where are Jim and Judy and Father going?

Let's read this page silently to find out why the children and Father are riding in the car.

After the children have read the page silently, the teacher may ask the following questions:

1. Who planned a surprise for the children?
2. Who will read what Mother said?
3. Why do you think Mother made the children go for a ride before they had their surprise?
4. What did Father say?

Pages 39-41

Teacher: What do you think the surprise was? Look at the picture on page 39 and then you can guess. Yes, it was a surprise birthday party.

Read pages 39, 40, and 41 silently. These pages will tell you about the surprise and about the games which the children played at the party.

The teacher should encourage the children to read the material independently. However, if any child has difficulty, the teacher should assist him promptly and tactfully.

Teacher: Let's look at page 39 again. Who will read the title of this part of the story? Who will read what Jim and Judy said when they ran into the house? Who will read the rest of the page aloud?

Look at page 40 again. What game are the children playing in the picture on page 40? Do you know any other games that are fun to play at a party?

Now look at page 41. What game are the children playing there? Who will read what Father said? Do you think the children were pleased and excited when Father told them that there was ice cream? What did the children say? Read the sentence aloud. Read it just as though you were one of the children at the party.

Pages 42-44

Teacher: Look at the picture on pages 42 and 43. What do you see on the table?

Do you see the little piles of packages? There is a ribbon from each package to somebody's place at the table. Are all these packages for the same person? What do you think they are?

If necessary, the teacher should explain that these are favors for the guests and not gifts for Jim and Judy.

Teacher: What is Tags doing? What do you think he is trying to get?

This story ends on page 44. Read pages 42, 43, and 44 silently and find out what happened. When the children have read the material silently, the teacher may ask the following questions:

1. What did Tags want?
2. Why couldn't Tags have the birthday cakes?
3. What do you think would be good to eat at a birthday party?
4. What are Jim and Judy doing in the picture on page 44?
5. What did the children say to Jim and Judy as they went home?
6. What did Jim and Judy say to the children?

Enrichment activities

If any child in the class is having a birthday, the other children may enjoy planning and giving a birthday party for him. The children may write invitations and plan the party.

The children may dramatize the story "We Have a Birthday." They may read the story again silently to decide what each character should do and say.

BOOKS FOR THE LIBRARY TABLE

Easy books

AUTHOR	TITLE	PUBLISHER
Ayer.	<i>The Picnic Book.</i>	Macmillan.
	<i>The Easy Book.</i>	
Ayer.	<i>All Day Long.</i>	Nelson.
Ayer.	<i>Learn-to-Read Books.</i>	Whitman.
Gehres and Lewis.	<i>Tots and Toys.</i>	Winston.
Gates and Peardon.	<i>The Surprise Box</i> (Unit Reader).	Macmillan.
O'Donnell and Carey.	<i>Rides and Slides.</i>	Row, Peterson.
	<i>Here and There.</i>	

Books to read to children

AUTHOR	TITLE	PUBLISHER
Aspinwall.	<i>Short Stories for Short People.</i>	Dutton.
Baruch.	<i>I Know a Surprise.</i>	Lothrop.
Blaisdell.	<i>Toy Town.</i>	Little, Brown.
Brann.	<i>Another New Year with Bobby and Donnie.</i>	Macmillan.
de Angeli.	<i>Ted and Nina Have a Happy Rainy Day.</i>	Doubleday, Doran.
Hunt.	<i>About Harriet.</i>	Houghton Mifflin.
Lenski.	<i>Surprise for Mother.</i>	Stokes.
Lindman.	<i>Snipp, Snapp and Snurr and the Red Shoes.</i>	Whitman.

Poems to be read to the children

- "Seven Times One," from *Ring-A-Round*, by Harrington (Macmillan).
 "Acorns," from *Ring-A-Round*, by Harrington (Macmillan).
 "Hiding," from *Sung Under the Silver Umbrella* (Macmillan).
 "My Taxicab," from *I Go A-Traveling*, by Tippet (Harper).
 "My Train," from *I Go A-Traveling*, by Tippet (Harper).
 "Birthday Candles," from *A World to Know*, by Tippet (Harper).

Chapter IV

DAILY LESSON PLANS FOR UNIT II—"THE AIRPLANES"

Topic

A visit to the airport and a ride in an airplane constitutes the main center of interest of the second unit of the Primer. Although many children have never ridden in an airplane, most of them have a great deal of knowledge about airplanes. The teacher will readily see that the vicarious experiences of an airplane ride can be easily built upon familiar experiences about airplanes. The children may study the pictures in the unit to obtain knowledge about airplane construction, etc., for all drawings of airplanes in this unit have been examined by Clayton Knight, the airplane artist.

The work of the second unit consists of pages 45 to 84 of the Primer and pages 41 to 70 of the Preparatory Book which accompanies the Primer. The sequence of lessons is as follows:

Preparatory Book, pages 41-50 (or alternate preparatory activities)

Jim and Judy, pages 45-61

Preparatory Book, pages 51-62 (or alternate preparatory activities)

Jim and Judy, pages 62-75

Preparatory Book, pages 63-70 (or alternate preparatory activities)

Jim and Judy, pages 76-84

The teacher will note that a group of pages in the Preparatory Book, or alternate preparatory activities, always precedes the reading of the material in the Primer. It is vitally important for the success of the program that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the Primer are read. In this way, the child is equipped with mastery of vocabulary and the reading skills necessary to read the material.

Related activities

The teacher will probably have little difficulty arousing interest in airplanes. An airplane passing overhead, which occurs frequently in most parts of the country, will arouse interest. The teacher may encourage the children to watch for airplanes and discuss the planes that they see.

The following list of activities which may be undertaken to enrich and extend the materials of the unit will be of assistance to the teacher:

1. *Topics for discussion, experience stories, etc.*

Great fliers and important flights
 The Wright brothers
 The different kinds of airplanes
 The names of famous airplanes
 How airplanes carry the mail
 Safety rules for pilots
 How an airplane is controlled in the air
 General construction of an airplane

2. *Things to make and do*

Make an airplane (a large box may be used for the airplane and sticks may be used for the controls)
 Visit an airport
 Find out if there is an emergency landing field near by
 Make or draw an airport
 Find out about the big transport planes

Unit II—Part 1

A. PREPARATORY BOOK PAGES 41-50 (PREPARATION FOR PAGES 45-61 OF "JIM AND JUDY")

Page 41

New Words

look	threw
looked	got

Minimum repetition

- look: *Preparatory Book*, pages 41, 41, 41, 41, 41, 42, 42.
Jim and Judy, pages 49, 49, 49, 53, 55, 55, 56.
- looked: *Preparatory Book*, page 41, 41, 41, 41, 41, 41, 41.
Jim and Judy, pages 47, 49, 49, 49, 49, 63, 63.
- threw: *Preparatory Book*, pages 41, 41, 41, 41, 41, 44, 47.
Jim and Judy, pages 47, 48, 53, 56, 57, 58, 58.
- got: *Preparatory Book*, pages 41, 41, 41, 41, 41, 41, 42.
Jim and Judy, pages 53, 53, 56, 56, 65, 66, 66.

The teacher may follow the procedure suggested in the note to the teacher for page 41.

Re-use of Preparatory Book page 41

The groups of sentences which accompany the new words form a connected story. The children may reread the parts of the story silently and draw pictures to illustrate the story.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 41 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be prepared for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 41. She may change the directions to read:

Which one got the stick?
 Which one looked and looked?

The children may read the text silently and answer the questions orally.

Page 42

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 42.

Re-use of Preparatory Book page 42

The children may cut the groups of sentences from the page. Each group of sentences may be pasted on a sheet of paper, and the children may make drawings to illustrate each group. The three pages may be clipped or tied together to form a booklet and taken home.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at page 42 of the teacher's copy of the Preparatory Book. They may read each group of sentences silently and indicate the picture which illustrates it.

Page 43

New Words

my

little

draw

Minimum repetition

my: *Preparatory Book*, pages 43, 43, 43, 43, 43, 43, 44.

Jim and Judy, pages 59, 60, 65, 78, 81, 82, 84.

little: *Preparatory Book*, page 43, 43, 43, 43, 43, 43, 43.

Jim and Judy, pages 51, 52, 52, 57, 63, 63, 64.

*draw: *Preparatory Book*, page 43, 43, 43, 43, 43, 43, 43.

The teacher may follow the procedure suggested in the note to the teacher for page 43. The material headed "For You to Draw" is optional and it is suggested for children who will benefit by this additional work. The drawings may be made on sheets of Manila paper, and when they have been completed, they may be discussed.

* *Draw* is a "technical" word—that is, a word which the children should master in order to follow the directions in the Preparatory Book.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 43 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 43 and prepare simple illustrations similar to those on page 43, with which the children will be able to follow the directions. If she prefers, she may work with small groups of children and have them look at her copy of the Preparatory Book.

The teacher may print on the blackboard the text of "For You to Draw." The children may read the text and follow the directions.

Page 44

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 44. The children will need little or no assistance in working with this exercise.

Re-use of Preparatory Book page 44

The children may cut out the groups of sentences on page 44, omitting the directions. They may then illustrate each group of sentences. The sentence group may be pasted under the picture, and the children may take the pages home to read to their parents.

Alternate preparatory activities

The teacher may print on the blackboard the text and directions of page 44 of the Preparatory Book. The children may read the text and follow the directions so as to illustrate the text.

Page 45

New Words

at	not
saw	but

Minimum repetition

- at: *Preparatory Book*, pages 45, 45, 45, 45, 45, 46, 46.
Jim and Judy, pages 55, 55, 56, 63, 63, 64, 70.
- saw: *Preparatory Book*, pages 45, 45, 45, 45, 46, 46, 46.
Jim and Judy, pages 54, 55, 55, 63, 63, 63, 67.
- not: *Preparatory Book*, page 45, 45, 45, 45, 45, 45, 45.
Jim and Judy, pages 50, 51, 55, 55, 55, 59, 59.
- but: *Preparatory Book*, pages 45, 45, 45, 45, 45, 50, 50.
Jim and Judy, pages 68, 69, 81, 82, 83, 108, 109.

The teacher may follow the procedure suggested in the note to the teacher for page 45.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 45. When the children have worked out the new words, additional pages may be made for the class dictionary.-

The teacher may print the following directions on the blackboard:

Draw a dog.
 Draw a wagon.
 Put X on the dog,
 but not on the wagon.
 Draw a horse.
 Draw a barn.
 Put X on the horse,
 but not on the barn.

Page 46

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 46.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at the teacher's copy of the Preparatory Book. The children may read the material silently and indicate the words which they would select to complete the sentences.

Page 47

New Words

airplane	airport
an	yes

Minimum repetition

airplane: *Preparatory Book*, page 47, 47, 47, 47, 47, 47, 47.

Jim and Judy, pages 45, 46, 49, 49, 50, 50, 50.

an: *Preparatory Book*, page 47, 47, 47, 47, 47, 47, 47.

Jim and Judy, pages 49, 49, 51, 51, 51, 60, 74.

airport: *Preparatory Book*, pages 47, 47, 47, 47, 47, 47, 48.

Jim and Judy, pages 60, 61, 61, 61, 62, 63, 63.

yes: *Preparatory Book*, page 47, 47, 47, 47, 47, 47, 47.

Jim and Judy, pages 51, 51, 52, 56, 61, 65, 65.

The teacher may follow the procedure suggested in the note to the teacher for page 47. If the teacher finds it advisable, she may point out that *airport* and *airplane* begin with the same syllable. The children may compare the words, but no detailed phonetic analysis should be undertaken.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 47 of the Preparatory Book. She may draw or obtain pictures to illustrate the words *airplane* and *airport*. When the children have worked out the new words, additional pages may be made for the class dictionary.

In the work of the co-ordinating exercise on page 47, the teacher may form small groups of children.

The children may look at the teacher's copy of the Preparatory Book and decide how they would answer each question. The children may make pictures of an airplane and an airport when this work is completed.

Page 48

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 48. She may find it advisable to caution the children to read each group of sentences carefully and to examine the pictures critically before drawing a line from the sentence group to the picture.

Re-use of Preparatory Book page 48

The group of sentences on page 48 may be cut from the page. The children may paste each group on a sheet of paper and draw a picture to illustrate it. When the story has been illustrated, the children may take the pictures and text home.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise on page 48 of the Preparatory Book. The children may read each group of sentences silently and draw a picture to illustrate each group.

Page 49

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 49. Little or no assistance should be given the children in working out this page, since the technique of the exercise and the vocabulary used in each group of sentences are familiar. However, the teacher should not consider the material as a test exclusively. Each child should be encouraged to decide for himself whether the results obtained on page 49 (and page 50) require additional review of basic vocabulary.

Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a car.

Draw an airport.

Then put an X on the airport,
but not on the car.

Draw a wagon wheel.

Draw two wheels for a car.

Put an X on the wagon wheel and a ✓
on every car wheel.

Judy threw a stick.

Tags jumped and got it.

Draw Judy and Tags.

Put an X on the one which jumped,
but not on the one which threw the stick.

The children may read the directions silently, and draw pictures and mark them in accordance with the directions.

Page 50

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 50.

Alternate preparatory activities

The teacher may work with small groups of children. The children of each group may read the material in the teacher's copy of the Preparatory Book and may indicate how they would follow the directions.

B. "JIM AND JUDY," PAGES 45-61

When the children have completed the work of Preparatory Book pages 41-50, or the corresponding alternate preparatory activities, they are prepared to read pages 45-61 of *Jim and Judy*.

Page 45

Teacher: Today we are going to begin to read a new chapter in our book. This chapter begins on page 45. Look at this page carefully. Look at the picture and read the name of the chapter.

The children should be encouraged to discuss the transport plane pictured on page 45. They may describe other large planes, and if possible, the teacher should have many colored pictures of airplanes. During the discussion, it should be brought out that the airplane is the topic of the second chapter.

Page 46

Teacher: The first story in this chapter begins on page 46. Look at page 46 and read the title of the first story. What is Tags doing in that picture? Why is he sitting up? Is he begging for something? What do you think he is begging for? What airplane do you think Tags could have anything to do with?

Pages 47-57

If the teacher wishes, she may break this part of the story into smaller units. However, since the words used in this story have been carefully introduced and adequately repeated in the Preparatory Book and in the alternate preparatory activities, the children should be able to read the material silently with a minimum of difficulty.

Teacher: The name of the first part of the story is "Jim and Tags." Can you find the title? This part of the story begins on page 47 and it ends at the bottom of page 57. This is a long part, isn't it? You will be able to read this part of the story without any trouble. Read the material silently and then we will read it aloud.

When the children have read the material silently, the teacher may ask the following questions:

1. What was Tags playing with before the airplane flew by? The answer is on page 47.
2. Who were playing with Tags? The answer is on page 47.
3. What did Jim see in the sky?
4. What did he say when he saw the airplane? The answer is on page 49.
5. What did Tags do when he saw the airplane?
6. What did Jim decide to make for Tags?
7. Did Tags like the toy airplane?
8. Who came home then?
9. Who will read what Jim and Judy said to Father? The answer is on page 54.
10. Who will read what Father said in the story on page 54?
11. Did Father like to play with the toy airplane and Tags?
12. What did Father say about playing with the toy airplane? The answer is on page 57.

When the children have answered the questions, they may reread the story silently to plan a dramatization of the story.

Pages 58-61

Teacher: Now we are ready to read the second part of the story. It begins on page 58 and it ends at the bottom of page 61. Look at the title of this part of the story. Who will read it aloud? Read this part of the story silently. Watch the pictures as you are reading. They will help to tell the story.

When the children have read the material silently, various children may read parts of it orally. The teacher may ask the following questions:

1. Why did Father and the children and Tags run into the house?
2. What was Mother's surprise?
3. What did Jim guess was Father's surprise?
4. What was Father's surprise?
5. Did Mother say that Tags was going for an airplane ride, too?

Unit II—Part 2

A. PREPARATORY BOOK PAGES 51-62 (PREPARATION FOR PAGES 62-75 OF "JIM AND JUDY")

Page 51

New Words

was

white

Minimum repetition

was: *Preparatory Book*, pages 51, 51, 51, 51, 51, 52, 52.

Jim and Judy, pages 64, 67, 70, 75, 80, 82, 99.

white: *Preparatory Book*, page 51, 51, 51, 51, 51, 51, 51.

Jim and Judy, pages 64, 65, 66, 67, 70, 73, 74.

The teacher may call the children's attention to the following words: *color, car, calf; house, horse, home; look, little, looked; and but, box, barn*. She should call their attention to the similarities of sound in each group. She may read the group of words aloud, stressing slightly but very carefully the initial sounds. When the teacher is sure that the children are able to recognize the characteristic sounds of the letters, she may introduce the name of the letter.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 51 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the first co-ordinating exercise on page 51. The children may read it and select the correct answer for each question.

The teacher may print the following directions on the blackboard:

Make a house for the farmer.
 Make a white house.
 The farmer wants a red barn.
 Draw a red barn.

The farmer was in the barn.
 He came out to get the horse.
 Draw the barn.
 Draw the farmer.
 Draw the horse.

Page 52

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 52.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at page 52 in the teacher's copy of the Preparatory Book, and may read each sentence silently and select the sentence which correctly describes each picture.

Page 53

New Words

big	see
city	do

Minimum repetition

- big: *Preparatory Book*, pages 53, 53, 53, 53, 53, 53, 54.
Jim and Judy, pages 63, 64, 67, 67, 68, 70, 70.
- city: *Preparatory Book*, page 53, 53, 53, 53, 53, 53, 53.
Jim and Judy, pages 70, 70, 70, 71, 71, 71, 72.
- see: *Preparatory Book*, page 53, 53, 53, 53, 53, 53, 53.
Jim and Judy, pages 68, 68, 68, 68, 68, 69, 69.
- do: *Preparatory Book*, page 53, 53, 53, 53, 53, 53, 53.
Jim and Judy, pages 63, 64, 65, 65, 73, 90, 91.

The teacher may follow the procedure suggested in the note to the teacher for page 53. She may find it advisable to point out that in the first dictionary card the new word is the one that is underlined—namely, *big*.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 53 of the *Preparatory Book*. She may draw a picture to illustrate the phrase *a big box* and may draw or obtain a picture to illustrate the new word *city*. When the children have worked out the new words, additional pages may be added to the class dictionary.

The teacher may print the following text and directions on the blackboard:

Jim and Judy went to the big city.
 They went to the city with Father.
 Draw the city.
 Draw Jim and Judy.
 Draw Father.
 Put X on Jim.
 Put ✓ on Judy.
 Put XX on Father.

Page 54

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 54.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 54 of the teacher's copy of the Preparatory Book. They may read the questions and indicate how they would answer them.

Page 55

No New Words

Page 55 is a review exercise. It is not to be considered a test, but is to indicate to the children how they are progressing in the mastery of vocabulary and reading skills. Each child should decide, after inspecting the results obtained on pages 55 and 56, whether he needs additional work with the dictionary cards before proceeding further.

The teacher may follow the procedure suggested in the note to the teacher for page 55.

Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise on page 55. She may draw simple pictures similar to those on page 55. The children may look at each picture and read each group of sentences silently. Various children may then indicate their selection of the correct sentence.

Page 56

No New Words

This exercise is similar in type to that on page 55. The teacher may follow the procedure suggested in the note to the teacher for page 56.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences presented on page 56 of the Preparatory Book. She may then draw simple pictures to illustrate one sentence in each group. The children may read the material silently and select the sentence which correctly describes the picture. Various children may indicate their choice.

Page 57

New Words

down

back

Minimum repetition

down: *Preparatory Book*, page 57, 57, 57, 57, 57, 57, 57.

Jim and Judy, pages 71, 71, 72, 72, 74, 74, 74.

back: *Preparatory Book*, page 57, 57, 57, 57, 57, 57, 57.

Jim and Judy, pages 73, 73, 73, 73, 73, 106, 116.

The teacher may follow the procedure suggested in the note to the teacher for page 57. If the teacher feels it advisable, she may call attention to the similarity of the initial sounds of *back* and *barn*.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 57 of the Preparatory Book. When the children have worked out the new vocabulary, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the groups of sentences found in the co-ordinating exercises on page 57. She may make simple drawings to illustrate one sentence of each pair. The children may read the sentences silently and select the one in each pair which correctly describes the picture. Various children may indicate their choice.

Page 58

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 58.

Re-use of Preparatory Book page 58

The teacher may print on the blackboard the groups of sentences found on page 58 of the Preparatory Book. The children may read each sentence silently and draw a picture to illustrate it.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences appearing on page 58 of the Preparatory Book. She may make simple drawings to illustrate one sentence in each pair. The children may read the sentences silently and select the one in each pair which correctly describes the picture. Various children may indicate their choice.

Page 59

New Words

man

me

know

Minimum repetition

- man: *Preparatory Book*, pages 59, 59, 59, 59, 62, 62, 66.
Jim and Judy, pages 65, 65, 65, 65, 66, 73, 75.
- me: *Preparatory Book*, pages 59, 59, 59, 59, 59, 59, 61.
Jim and Judy, pages 95, 95, 98, 98, 103, 104, 116.
- know: *Preparatory Book*, pages 59, 59, 59, 59, 59, 59, 62.
Jim and Judy, pages 65, 65, 68, 69, 79, 79, 81.

The teacher may follow the procedure suggested in the note to the teacher for page 59.

When the children have made the pictures to illustrate the story and have pasted each part of the story under its illustration, the pages may be bound together to form a booklet. These booklets may be taken home and read to the parents.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 59 of the Preparatory Book. She may make a simple illustration or find a picture to illustrate the new word *man*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the three parts of the story found on page 59. The children may read the parts silently and draw a picture to illustrate each part.

Page 61

New Words

flew

over

Minimum repetition

flew: *Preparatory Book*, page 61, 61, 61, 61, 61, 61, 61.

Jim and Judy, pages 66, 67, 67, 67, 70, 70, 70.

over: *Preparatory Book*, page 61, 61, 61, 61, 61, 61, 61.

Jim and Judy, pages 67, 67, 70, 70, 73, 73, 74.

The teacher may follow the procedure suggested in the note to the teacher for page 61. If the teacher wishes, she may call attention to, although she should not drill on, the similarity in sound of *flew* and *threw*.

Re-use of Preparatory Book page 61

The children may reread silently the sentences about Tags and about the city. They may draw a picture to illustrate each sentence.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 61 of the Preparatory Book. The children may read the sentences and work out the new words *flew* and *over*. The sentences may later be incorporated in the class dictionary.

In connection with the co-ordinating exercise, the teacher may work with small groups of children. The children may look at page 61 in the teacher's copy of the Preparatory Book and find the sentence which correctly describes each picture.

When this work has been completed, the teacher may print on the blackboard the groups of sentences about Tags and about the city. The children may draw pictures to illustrate each sentence.

Page 62

No New Words

This page is designed to test the child's ability in visual discrimination. It is very important that the child know exactly what he is expected to do. The teacher should explain carefully that in each group of words there are two which are identical. The child is to find these two identical words and draw a line under each of them. The teacher may print on the blackboard a group of words other than those found on page 62 and demonstrate carefully the technique of working out the test.

However, the teacher should not assist the children or tell them whether their answers are right or wrong once the children understand the technique involved.

No re-use is suggested for this page since the teacher will wish to make a careful analysis of each child's result and prescribe any remedial measures she may find necessary.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 62 of the Preparatory Book. In order that she may have an objective record of each child's performance on the test, the teacher will probably find it advisable to number the words in each group. She should explain carefully to the children that they are to read the words in each group and find two words which are identical. They are to write the numbers of these words on their papers. The teacher should demonstrate this procedure carefully, using a numbered group of words and explaining what numbers should be written on the paper.

B. "JIM AND JUDY," PAGES 62-75

When the children have completed the work of Preparatory Book pages 51-62, or the corresponding alternate preparatory activities, they are prepared to read pages 62-75 of *Jim and Judy*.

Page 62

Teacher: Now we are going to read another story in our books. This story begins on page 62. The title of the story is on page 62. Open your books to page 62 and find the title of the story. Look at the picture. What do you think Jim is pointing to? Why is Mother holding her purse above her eyes?

The children should be encouraged to discuss the picture, and the teacher may point out that the object on which Father and Mother and the children and Tags are standing is a movable pair of steps customarily rolled up to the door of a transport plane so that the passengers can descend easily.

Pages 63-66

Teacher: The first part of this story begins on page 63. It ends at the bottom of page 66. Find the name of this part of the story. Who will read the title?

Now you may read all of this part of the story silently. Look at the pictures as you read. They will tell you about the story.

The teacher should not interrupt the children as they read and should encourage them to read

independently. However, if a child is having difficulty, the teacher should assist him promptly and tactfully. When the children have read the material silently, the teacher may ask the following questions:

1. What kind of airplanes did Jim and Judy see?
2. Tell all you can about the picture on page 63.
3. Which airplane did Mother like best?
4. Why did she like the airplane?
5. Find a picture of the airplane Mother liked best.
6. Who asked the children and Mother and Father to ride in the white airplane?
7. Who will read all of page 66?

When the children have answered the questions, the teacher should encourage them to read the material orally. She should also encourage them to discuss the pictures and the story and to tell what they think may happen next.

Pages 67-75

Teacher: The next part of our story begins on page 67 and ends at the bottom of page 75. The name of this part of the story is "The Airplane Ride." What do you think this part of the story will tell about? What do you think the children might see on their airplane ride? Let us read this part of the story silently and find out what the children saw.

When the children have finished reading the material, they may discuss it.

Teacher: Look at the big picture of the farm. It is on pages 68 and 69. Do you see the farm? Can you find some roads in the country? Look at the picture carefully and try to find out which road is a state highway (the road on which the telephone poles appear).

If the children are not able to guess which road is the state highway, the teacher may tell them and may explain that the telephone poles are carrying the electric wires along this important road.

Teacher: Do you see the river? In one part of the picture there are some little houses and little docks on the river. Do you think these are little summer cottages? Who do you think comes to these little cottages?

Now look at the picture of the city. This picture is on pages 70 and 71. Did you know that there were many parts to a city? Can you find the mills? They are in the lower right-hand corner of page 71. Why do you suppose the mills were built beside the river? Do you see the boat tied up to one of the docks near the mills? Why do you suppose the boat is there? What things might the mill or the factory make? Perhaps this is a steel mill.

Do you see the groups of houses across the river from the mills? The people who work in the mill live there. How do you think they get across the river to the mill? Look at the part of the picture in the upper left-hand corner of page 70. This is the main part of the big city, isn't it? Do you see the automobiles going along the streets? Do you see the city's big docks? The buildings are office buildings and factories. The tall buildings are called skyscrapers. Can you find the park in the city? Have you ever visited a big city? (If the children are natives of a large city, the children should have time to talk about the city in which they live instead of answering the last question.

Enrichment activities

The children may draw pictures of scenes that they might see while riding in an airplane.

If it is at all possible, the teacher should arrange for a visit to an airport. After the visit the children may make a co-operative story about the trip.

The children and the teacher may discuss other ways of traveling, and pictures of these modes of travel may be shown and discussed.

Unit II—Part 3

A. PREPARATORY BOOK PAGES 63-70 (PREPARATION FOR PAGES 76-84 IN "JIM AND JUDY")

Page 63

New Words

cat	black
did	mew

Minimum repetition

- cat: *Preparatory Book*, page 63, 63, 63, 63, 63, 63, 63.
Jim and Judy, pages 80, 80, 80, 81, 81, 81, 81.
- did: *Preparatory Book*, pages 63, 63, 63, 63, 63, 64, 64.
Jim and Judy, pages 80, 81, 81, 83, 94, 98, 98.
- black: *Preparatory Book*, page 63, 63, 63, 63, 63, 63, 63.
Jim and Judy, pages 89, 91, 93, 93, 94, 95, 96.
- mew: *Preparatory Book*, page 63, 63, 63, 63, 63, 63, 63.
Jim and Judy, pages 83, 83, 83, 83, 95, 95, 95.

The teacher may follow the procedure suggested in the note to the teacher for page 63.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 63 of the *Preparatory Book*. She may find simple pictures to illustrate the word *cat* and the meaning of *black*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw four cats.
 Make two of the cats white.
 Make two of the cats black.
 The white cats said, "Mew!"
 Put X on the ones which said, "Mew!"

Page 64

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 64.

Re-use of Preparatory Book page 64

The children may cut the text from page 64 and may draw simple pictures to illustrate each part of the text. Each part may be pasted under the picture which it describes. The children may take these pages home and read them to their parents.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 64 of the Preparatory Book. The children may draw pictures to illustrate each part of the text. These pictures may be exhibited, and the other children may guess which part each illustrates.

Page 65

New Words

where

barked

Minimum repetition

where: *Preparatory Book*, pages 65, 65, 65, 65, 65, 65, 67.

Jim and Judy, pages 76, 76, 76, 76, 78, 78, 80.

barked: *Preparatory Book*, page 65, 65, 65, 65, 65, 65, 65.

Jim and Judy, pages 79, 79, 79, 80, 80, 81, 81.

The teacher may follow the procedure suggested in the note to the teacher for page 65. The teacher may, if she finds it advisable, read aloud the sentences containing the word *where*, stressing slightly the initial sound. Although the phonogram *wh* should not be introduced formally at this time, it is important that the children learn the correct pronunciation of this phonogram.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 65 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw Tags and Judy.
 Tags barked at Judy.
 Where is Judy in your picture?
 Put an X on Judy.

Draw Tags and a cat.
 Tags barked at the cat.
 Look at your picture.
 Where is the cat?
 Put an X on the cat.

Page 66

No New Words

The exercise on page 66 comprises a review exercise, and the teacher should not consider it a vocabulary test. The children may find the word which correctly identifies each picture. They may draw a line under that word. The answers may then be discussed, and each child may decide whether additional practice is needed with the dictionary cards.

Using the words *home*, *horse* and other familiar words—*happy*, *have*, *he*—the teacher may review the sound of the initial letter *h*, if she finds it advisable. She may also, if she finds it advisable, review the initial sound of the letter *b*, using the words *back*, *barn*, *barked*, etc. The teacher should avoid isolated, formal drill.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 66 of the Preparatory Book. She may make a simple drawing to illustrate one word in each group. The children may read each group of words and find the word which identifies the picture. Various children may indicate the word which they have selected for each picture.

Page 67

New Words

took

call

Twinkle

Minimum repetition

took: *Preparatory Book*, pages 67, 67, 67, 67, 67, 69, 69.*Jim and Judy*, pages 82, 84, 84, 87, 87, 88, 88.call: *Preparatory Book*, page 67, 67, 67, 67, 67, 67, 67.*Jim and Judy*, pages 77, 77, 83, 83, 89, 89, 90.Twinkle: *Preparatory Book*, pages 67, 67, 67, 67, 67, 67, 68.*Jim and Judy*, pages 83, 83, 83, 83, 83, 84, 84.

The teacher may follow the procedure suggested in the note to the teacher for page 67. The teacher should, of course, tell the children the word *Twinkle*.

The material headed "For You to Do" may be read, and the directions may be followed when the children have completed the page. This type of supplementary or enriching exercise is valuable for the faster workers. The teacher should prepare many simple directions of the kinds illustrated in the *Preparatory Book*.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 67 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Father took Jim to the farm.

Draw Jim and Father.

Jim will call Tags.
 He wants Tags to see the calf.
 Draw Tags and the calf.

The teacher may print on the blackboard the text of the material headed "For You to Do" on page 67 of the Preparatory Book. The children may read the material silently and follow the directions

Pages 68-69

No New Words

The teacher may follow the procedure suggested in the notes to the teacher for pages 68 and 69.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises on pages 68 and 69 of the Preparatory Book. She may modify the directions so that the children will draw illustrations for the text, but it is not advisable to present all the material at one time. The lesson is probably best spread over two or three days.

Page 70

No New Words

Page 70 constitutes a vocabulary test which tests the child's mastery of the vocabulary needed for the successful reading of pages 76-84 of *Jim and Judy*. Since this is a test, the teacher is advised not to help the children find the correct answer nor to tell them whether the answer selected is correct. The teacher should, however, make very sure that the children understand the technique involved in this type of exercise. If necessary, she may print a group of words on the blackboard and demonstrate the technique involved.

When the teacher is sure that the children understand the technique involved, she may read aloud the following words, allowing ample time for each child to find and mark the word as she reads it:

airport	Twinkle	looked	looked	flew	my
came	but	yes	laughed	city	barked
mew	got	see	did	white	cat
barked	stick	all	but	good	off

The teacher may then ask the children to use other crayons and mark the following words:

airplane	threw	know	played	threw	man
an	not	you	looked	look	back
man	go	came	down	where	call
black	saw	thank	big	took	over

Alternate preparatory activities

The teacher may print on the blackboard the groups of words in the vocabulary test found on page 70 of the Preparatory Book. Since the teacher will wish an objective record of each child's progress, it is suggested that she number the words consecutively. She may then read each word aloud. The children may find the word and write its number on their papers.

Pages 76-84

B. "JIM AND JUDY," PAGES 76-84

When the children have completed the work of Preparatory Book pages 63-70, or the corresponding alternate preparatory activities, they are prepared to read pages 76-84 of *Jim and Judy*.

The children should skim over the preceding part of the story to recall what happened in that part. In this work the teacher should stress the value of pictures.

The teacher may read the title of this part of the story to the children and ask them to guess what happened to Tags. When several children have guessed, the teacher may suggest that they read the rest of the story silently to find out what really did happen to Tags.

When the material has been read silently, the teacher may ask the following questions:

1. Who looked in the airplane for Tags?
2. Where else did the children look for Tags? The picture will tell you this answer.
3. How did Jim know that Tags was in the airplane?

4. Look at the picture on page 81. Do you think this is a nice little kitten?
5. Read the sentences that tell you that the man was surprised to find a cat in his airplane.
6. To whom did the man give the little cat?
7. Why did Judy decide to call the little kitten "Twinkle"?

BOOKS FOR THE LIBRARY TABLE

Easy books

AUTHOR	TITLE	PUBLISHER
Gates and Peardon.	<i>In Came Pinky.</i>	Macmillan.
Smith.	<i>Tom's Trip.</i>	Silver Burdett.

Books to read to the children

Dobias.	<i>Picture Book of Flying.</i>	Macmillan.
Flack.	<i>Up in the Air.</i>	Macmillan.
Lent.	<i>The Air Pilot.</i>	Macmillan.
Read.	<i>Airplane Ride.</i>	Scribners.

"Chairplane Chant," from *Magpie Lane*, by Turner (Harcourt).

"I Love Little Pussy," from *Ring-A-Round*, by Harrington (Macmillan).

"Kittens' Questionnaire," from *Magpie Lane*, by Turner (Harcourt).

"The Airplane," from *For Days and Days*, by Wynne (Stokes).

"The Sparrows Little Wings," from *For Days and Days*, by Wynne (Stokes).

"Up in the Air," from *Sung Under the Silver Umbrella* (Macmillan).

"Wings and Wheels," from *Magpie Lane*, by Turner (Harcourt).

Recommended films

<i>An Airplane Ride.</i>	Erpi Classroom Films, Inc.	1 reel.
<i>Three Little Kittens.</i>	Erpi Classroom Films, Inc.	1 reel.

Chapter V

DAILY LESSON PLANS FOR UNIT III—"FUN AT THE FARM"

Topic

Life on the farm and a humorous story stressing the differences between city life and farm life constitutes the main center of interest in the third unit of the Primer. Most children who do not live on farms will have visited farms or will know about them from pictures and stories. If the teacher feels it advisable, she may ask the children who have had no experience with farms to reread quickly the farm unit in the Pre-Primer, *Off We Go*.

The work of the third unit consists of pages 85-120 of the Primer and pages 71-110 of the Preparatory Book which accompanies the Primer. The sequence of lessons is as follows:

Preparatory Book, pages 71-78 (or alternate preparatory activities)

Jim and Judy, pages 85-92

Preparatory Book, pages 79-88 (or alternate preparatory activities)

Jim and Judy, pages 93-99

Preparatory Book, pages 89-98 (or alternate preparatory activities)

Jim and Judy, pages 100-107

Preparatory Book, pages 99-110 (or alternate preparatory activities)

Jim and Judy, pages 108-120

The teacher will note that a group of pages in the Preparatory Book, or a group of lessons in the alternate preparatory activities, always precedes the reading of the material in the Primer. Through this arrangement the children are prepared with the necessary vocabulary and reading skills for successful and enjoyable reading in their Reader. It is vitally important, therefore, that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the Primer are read.

Related activities

The following list of activities which may be undertaken to enrich and extend the materials of the unit will be of assistance to the teacher:

1. *Topics for discussion, experience stories, etc.*

Co-operative stories about farm experiences
 Dairy products and other foods
 Riddles about the farm
 Songs, poems, and games about the farm
 What the farmer does for the city people
 How the farmer depends upon the city
 How the foods are shipped from the farm to the city

2. *Things to make and do*

Make a picture book of farm animals and farm scenes
 Find out what the farmer's work is at each season of the year
 Find out how the farmer prepares for winter
 Learn the location of farming country in the vicinity of the school
 Find out what crops are raised most extensively in the vicinity
 Collect samples of farm produce raised most extensively
 Make a mural of a farm

Unit III—Part 1

A. PREPARATORY BOOK PAGES 71-78 (PREPARATION FOR PAGES 85-92 OF "JIM AND JUDY")

Page 71

New Words

train
 here
 line

Minimum repetition

train: *Preparatory Book*, page 71, 71, 71, 71, 71, 71, 71.

Jim and Judy, pages 87, 87, 87, 87, 88, 107, 107.

here: *Preparatory Book*, page 71, 71, 71, 71, 71, 71, 71.

Jim and Judy, pages 88, 88, 88, 92, 92, 107, 111.

*line: *Preparatory Book* page 71, 71, 71, 71, 71, 71, 71.

The teacher may follow the procedure suggested in the note to the teacher for page 71.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 71 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a train.

Draw a wagon.

Draw a line from the wagon
to the train.

Draw Jim.

Draw a toy train for Jim.

Draw a line over the toy train.

Draw a line from the train to Jim.

Page 72

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 72.

**Line* is a "technical" word—that is, a word whose meaning must be understood by the children in order to follow the directions and do the work in the *Preparatory Book*.

B. "WIDE WINGS," PAGES 174-182

When the children have completed the work of Preparatory Book pages 73-75, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 174-182 in *Wide Wings*.

When the children have read the material on pages 174-182 in *Wide Wings*, the teacher may administer the comprehension test presented on page 76 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 174-182

Most children will be able to read the entire story silently at one time. However, if the teacher desires, she may divide the story into parts, dividing the story at logical points. The teacher may tell the children that like the previous story, this story is informational. The children may discuss the best rate of reading and the best method of reading this material.

The children may read the story silently. When they have finished the silent reading they may discuss the information that they obtained from reading the story. The facts that the children recall without rereading may be printed on the blackboard. The teacher may then suggest that the children reread the story silently and find out what pieces of information were overlooked. During this work the teacher should stress the value of rereading and rechecking in order to verify the correctness and completeness of information.

C. PREPARATORY BOOK PAGE 76

Page 76

No New Words

When the children have read the material on pages 174-182 in *Wide Wings*, they may read the questions and find the answers for the exercise on page 76 of the Preparatory Book.

Alternate activities

The teacher may read aloud the questions presented in the comprehension test on page 76 of the Preparatory Book. The children may find the answers in their books and write on their papers the page on which each answer is found.

The teacher may print the following directions on the blackboard:

The train will go to the city.

Children are in the train.

They want to go to the city.

Draw the train.

Draw the city.

Draw a farm.

Cows are on this farm.

A calf is on this farm, too.

There is a horse on the farm.

Draw a line on the cow.

Draw a line over the calf.

Put an X on the horse.

Page 74

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 74.

Alternate preparatory activities

The teacher may work with small groups of children. They may look at page 74 of the teacher's copy of the Preparatory Book and find the sentence in each group which correctly describes the picture. These sentences may be printed on the blackboard, and the children may draw pictures to illustrate the sentences.

Page 75

New Words

some

milk

Minimum repetition

some: *Preparatory Book*, page 75, 75, 75, 75, 75, 75, 75.

Jim and Judy, pages 90, 90, 90, 92, 92, 101, 101.

milk: *Preparatory Book*, pages 75, 75, 75, 75, 75, 75, 76.

Jim and Judy, page 90, 90, 90, 90, 90, 90.

The teacher may follow the procedure suggested in the note to the teacher for page 75.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 75 of the *Preparatory Book*. She may draw a picture of a glass of milk to illustrate the new word *milk*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of "For You to Do," omitting the word *here* in the first sentence.

The teacher may print the following directions on the blackboard.

Draw a cow.

Make the cow black.

Draw a calf.

Do not make the calf black.

Put an X on the calf.

Draw some hay for the calf.

Make a red barn for the cow
and the calf.

Enrichment activities

The children may begin to prepare a rather extensive class book on the story of milk. The following topics may be included in the development of this activity.

How milk is collected from the farm
How milk is kept clean
How milk is shipped by train and by truck
How and why milk is pasteurized
How it is distributed to homes
Milk as a food

Page 76*No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 76.

Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Jim wants a toy train.
Draw a toy train for Jim.
Color it black.

Draw a cat.
Make the cat black and white.
The cat wants some milk.
Draw some milk for the cat.

Page 77*New Words*

hens
eggs
brown

Minimum repetition

hens: *Preparatory Book*, page 77, 77, 77, 77, 77, 77, 77.

Jim and Judy, pages 91, 91, 91, 91, 91, 95, 96.

eggs: *Preparatory Book*, page 77, 77, 77, 77, 77, 77, 77.

Jim and Judy, pages 91, 92, 92, 92, 92, 92, 92.

brown: *Preparatory Book*, page 77, 77, 77, 77, 77, 77, 77.

Jim and Judy, pages 141, 142, 142, 142, 142, 143, 143.

The teacher may follow the procedure suggested in the note to the teacher for page 77. It may be advisable for the teacher to explain to the children that they are to make a sample of the color brown. Point out the value of this color sample when the dictionary card is filed in the child's dictionary.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 77 of the *Preparatory Book*. She should draw or obtain pictures to illustrate the new words *hens* and *eggs*. When the children have worked out the new words, additional pages may be made for the class dictionary. The teacher may point out the value of putting a sample of the color brown above the word.

The teacher may print on the blackboard the following directions:

Draw some hens.

Make one hen brown.

Draw some eggs.

Make some of the eggs brown.

Page 78

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 78.

Re-use of Preparatory Book page 78

The children may cut the text from page 78 and draw a picture to illustrate each group of sentences.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences found in the co-ordinating exercise on page 78 of the Preparatory Book. The children may read the material silently and draw a picture to illustrate each group.

B. "JIM AND JUDY," PAGES 85-92

When the children have completed the work of Preparatory Book pages 71-78, or the corresponding alternate preparatory activities, they are prepared to read pages 85-92 of *Jim and Judy*.

Page 85

Teacher: Today we are going to begin a new chapter in our book. Turn to page 85. Look at the picture. Look at the title. What do you think this chapter is about? Do you think that Jim and Judy are going to visit the farm? Do you think they will take Tags and Twinkle with them? We will have to read to find out.

Pages 86-92

Teacher: You will find the title of the first story in this chapter on page 86. Turn to page 86. What is the name of the first story? Are Jim and Judy taking Tags and Twinkle to the farm? Where is Tags? Where is Twinkle?

The first part of the story is called "A Train Ride." It begins on page 87. Look at the picture on page 87. This is a streamlined train. Have you ever seen a streamlined train?

Let us read from page 87 to the bottom of page 92. We will read the first three parts of the story.

When the children have read the material silently, the teacher may ask the following questions:

1. Did the children and their pets like to ride on the train? Find the sentences on page 87 that tell you the answer.

2. What happened when Jim and Judy got off the train? Find the sentence that tells you the answer. It is on page 88.
3. What happened when the children and Tags and Twinkle went to see the cows? Find the page that tells you.
4. What did the children go to see after they had visited the cows?
5. Who will read all of the first part of the story?
6. Who will read all of the second part of the story?
7. Who will read all of the third part of the story?

Unit III—Part 2

A. PREPARATORY BOOK PAGES 79-88 (PREPARATION FOR PAGES 93-99 IN "JIM AND JUDY")

Page 79

New Words

rooster	animals
biggest	she

Minimum repetition

rooster: *Preparatory Book*, pages 79, 79, 79, 79, 79, 79, 80.

Jim and Judy, page 93, 93, 93, 93, 93, 93.

biggest: *Preparatory Book*, pages 79, 79, 79, 79, 79, 79, 81.

Jim and Judy, pages 93, 93, 95, 97, 98, 120, 120.

animals: *Preparatory Book*, page 79, 79, 79, 79, 79, 79.

Jim and Judy, pages 94, 95, 97, 98, 120, 120, 120.

she: *Preparatory Book*, pages 79, 79, 79, 79, 79, 80, 88.

Jim and Judy, pages 98, 101, 101, 101, 101, 106, 106.

The teacher may follow the procedure suggested in the note to the teacher for page 79.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 79 of the Preparatory Book. She may find or make simple drawings to illustrate the new words *rooster* and *animals*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw some farm animals.

Draw a rooster.

Color the rooster black.

Draw a hen.

Color the hen brown.

Page 80

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 80.

Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercise found on page 80 of the Preparatory Book, substituting for the first sentence the following directions:

Make a big farm.

Get the farm ready for the farmer.

The children may read the material and make pictures as directed. When the pictures have been completed, each child may exhibit his drawing while others reread the directions and check the drawing for accuracy. (The teacher is cautioned against having a timid child's drawing checked by the class. If any child is nervous or apt to be embarrassed, the teacher should omit the checking.)

Page 81

New Words

had

cock-a-doodle-do

am

Minimum repetition

had: *Preparatory Book*, pages 81, 81, 81, 81, 81, 81, 82.*Jim and Judy*, pages 97, 101, 101, 101, 101, 125, 133.

cock-a-doodle-do:

Preparatory Book, pages 81, 81, 81, 82, 82, 86, 109.*Jim and Judy*, pages 94, 95, 95, 96, 96, 97, 97.am: *Preparatory Book*, pages 81, 81, 81, 81, 82, 82, 82.*Jim and Judy*, pages 95, 96, 96, 96, 97, 97, 97.

The teacher may follow the procedure suggested in the note to the teacher for page 81. Throughout the work the children should gradually become conscious of the sounds and names of the initial letters. Much of this work will be accomplished through the dictionary work.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 81 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the co-ordinating exercise found on page 81. The children may read each statement and decide whether it is true or false. Various children may go to the blackboard and indicate the correct answers.

If the teacher wishes, she may print on the blackboard the text of "For You to Do" on page 81 of the *Preparatory Book*. The children may read the material silently and make a picture of a farm, using freehand cut-outs.

Page 82

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 82.

Re-use of Preparatory Book page 82

The children may cut out the groups of sentences, omitting the directions. They may then draw pictures to illustrate the groups of sentences. The groups of sentences may be pasted under the pictures and booklets may be made.

Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercise found on page 82 of the Preparatory Book, changing the directions to read:

Draw the cat.

Draw the rooster.

Draw the airplane.

Page 83

New Words

bigger

than

been

Minimum repetition

bigger: *Preparatory Book*, page 83, 83, 83, 83, 83, 83, 83.

Jim and Judy, pages 96, 96, 96, 97, 97, 120, 120.

than: *Preparatory Book*, page 83, 83, 83, 83, 83, 83, 83.

Jim and Judy, pages 96, 96, 96, 97, 97, 120, 120.

been: *Preparatory Book*, page 83, 83, 83, 83, 83, 83, 83.

Jim and Judy, pages 97, 97, 120, 137, 139, 141, 143.

The teacher may follow the procedure suggested in the note to the teacher for page 83.

Re-use of Preparatory Book page 83

The children may draw pictures to illustrate the groups of sentences in the co-ordinating exercise.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 83 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 83. The children may read the material and select the sentence which most logically completes each paragraph. Various children may indicate their selection and the class may discuss the answers. When the work has been completed, drawings may be made to illustrate the paragraphs.

If the teacher wishes, the text of "For You to Do" on page 83 may be printed on the blackboard. The children may read the material silently and draw pictures in accordance with the directions.

Page 84

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 84.

Alternate preparatory activities

The teacher may print on the blackboard the text of page 84 of the Preparatory Book. The children may read each sentence and find the correct completing words. Various children may go to the blackboard and indicate the correct completing words.

Page 85

New Words

from

tell

story

Minimum repetition

from: *Preparatory Book*, page 85, 85, 85, 85, 85, 85.

Jim and Judy, pages 98, 98, 102, 103, 103, 112, 112.

tell: *Preparatory Book*, page 85, 85, 85, 85, 85, 85.

Jim and Judy, pages 99, 99, 99, 99, 99, 136, 136.

story: *Preparatory Book*, page 85, 85, 85, 85, 85, 85.

Jim and Judy, pages 99, 99, 99, 99, 99, 100, 129.

The teacher may follow the procedure suggested in the note to the teacher for page 85.

It is advisable for the teacher to stress particularly the exercise headed "For Fun." This type of work should be repeated often. The ability to complete a story involves many of the important skills required for reading.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 85 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may give general directions to the children for making pictures of a farm and a city. She should tell the children to draw Jim and Tags in the city picture, and to draw a cow and a hen in the farm picture. The teacher may print on the blackboard the text of the co-ordinating exercise found on page 85 of the *Preparatory Book*. Each child may then read the text and mark his pictures in accordance with the directions.

The teacher should print on the blackboard the text of "For Fun" on page 85. This type of exercise should be used often since ability to complete a story involves many skills and abilities required in reading.

Page 86

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 86.

Alternate preparatory activities

The teacher may print on the blackboard the following directions:

Mother tells a story.
 She tells the story
 for Jim and Judy.
 Draw Mother.
 Draw Jim and Judy.
 Put an X on Mother.

Draw a calf.
 Draw a hen.
 A calf is bigger than a hen.
 Draw a line from the calf
 to the hen.

The children may read the text and follow the directions.

Page 87

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 87. When the work has been completed, the children may color the picture.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at page 87 of the teacher's copy of the Preparatory Book. They may read the text and indicate how they would mark the picture. When this work has been completed, the teacher may print on the blackboard phrases indicating what animals and people are found in the picture. The children may draw pictures of farm scenes, including in their pictures the animals and people listed in the phrases on the blackboard.

Page 88

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 88.

Re-use of Preparatory Book page 88

The children may cut the text from page 88, omitting the directions. They may draw pictures to illustrate the sentence groups and paste the sentence groups under the pictures.

Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise on page 88 of the Preparatory Book, omitting the directions. The children may read each group of sentences and draw pictures to illustrate it.

B. "JIM AND JUDY," PAGES 93-99**Pages 93-99**

When the children have completed the work of Preparatory Book pages 79-88, or the corresponding alternate preparatory activities, they are prepared to read pages 93-99 of *Jim and Judy*.

The teacher will probably find it advisable to ask the children to skim through the previous pages of this story in order to recall what has happened in the previous parts. The teacher may ask the children to find the title of the story. The title of the first part, the second part, and the third part. She may ask some of the children to read the next part aloud.

Teacher: Now we are going to finish this story. The last part of the story begins on page 93. Find the title of the last part of the story. Something funny happens in the last part of the story. Read the last part to find out what happens.

The teacher should encourage the children to enjoy the full humor of the situation.

When the children have read the material silently, they may plan to dramatize it.

The teacher may ask the following questions:

1. Which sentences in the story on page 93 tell you that the rooster was the biggest one on the farm?
2. What sentences on page 94 tell you that the rooster did not like Twinkle?
3. Find the sentences on the pages 96 and 97 which tell you that the rooster was boasting.

Unit III—Part 3

A. PREPARATORY BOOK PAGES 89-98 (PREPARATION FOR PAGES 100-107 IN "JIM AND JUDY")

Page 89

New Words

chickens

yellow

Minimum repetition

chickens: *Preparatory Book*, pages 89, 89, 89, 89, 89, 90, 90.

Jim and Judy, pages 101, 101, 101, 101, 101, 102, 102.

yellow: *Preparatory Book*, page 89, 89, 89, 89, 89, 89, 89.

Jim and Judy, pages 101, 101, 102, 102, 103, 103, 104.

The teacher may follow the procedure suggested in the note to the teacher for page 89. She may explain to the children the value of following the directions under "For You to Do" by putting a sample of the color over the word *yellow*. The children will know the meaning of the word if they need to look it up in their dictionary.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 89 of the Preparatory Book. The teacher may find or draw a picture to illustrate the word

chickens. When the children have worked out the new words, additional pages may be added to the class dictionary. The teacher should suggest that a color swatch be made for the new word *yellow*.

The teacher may print the following directions on the blackboard:

Make a red barn.

Draw a brown hen.

Draw a little chicken.

Color it yellow.

The children may read the directions and draw pictures in accordance with each direction.

Page 90

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 90.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 90 of the Preparatory Book, omitting the directions. She may substitute the following directions:

Draw a picture for this story.

Make the little chickens yellow.

Make the mother hen brown.

Make the rooster black.

Page 91

New Words

store

people

letter

Minimum repetition

- store: *Preparatory Book*, page 91, 91, 91, 91, 91, 91, 91.
Jim and Judy, pages 102, 103, 103, 108, 109, 109, 109.
- people: *Preparatory Book*, page 91, 91, 91, 91, 91, 91, 91.
Jim and Judy, pages 102, 103, 103, 113, 114, 114, 115.
- letter: *Preparatory Book*, pages 91, 91, 91, 91, 91, 92, 92.
Jim and Judy, pages 103, 103, 103, 104, 117, 117, 117.

The teacher may follow the procedure suggested in the note to the teacher for page 91.

Re-use of Preparatory Book page 91

The children may draw pictures to illustrate the paragraphs in the co-ordinating exercise.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 91 of the *Preparatory Book*. She may find pictures to illustrate the new words. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 91. The children may read the first part of each paragraph and select the sentence which logically completes the paragraph.

The teacher may print on the blackboard the text of "For You to Do" on page 91. The children may read the text and draw pictures in accordance with the directions.

Page 92

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 92.

Alternate preparatory activities

The teacher may print on the blackboard the following directions:

There is a store in the city.

People come to the store.

Draw the store.

Draw the people.

Jim put a letter in the letter box.

Draw Jim with the letter.

Draw the letter box.

Put an X on the letter.

Page 93

New Words

send

peep

farmer's

Minimum repetition

- send: *Preparatory Book*, page 93, 93, 93, 93, 93, 93, 93.
Jim and Judy, pages 103, 103, 104, 104, 116, 117, 118.
- peep: *Preparatory Book*, page 93, 93, 93, 93, 93, 93, 93.
Jim and Judy, pages 105, 105, 105, 105, 106, 106, 107.
- farmer's: *Preparatory Book*, pages 93, 93, 93, 93, 93, 93, 94.
Jim and Judy, pages 106, 106, 108, 112, 117, 119, 119.

The teacher may follow the procedure suggested in the note to the teacher for page 93.

Since the co-ordinating exercise involves a new technique, it is advisable that the teacher explain and demonstrate the method of working out the exercise. The teacher may use the results of this exercise to diagnose any difficulties which the children may be encountering.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 93 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 93. The children may look at each of the words of the first row of each box. They may then find the identical word in the second row. Various children may go to the blackboard and draw a line between each pair of identical words.

The teacher may print on the blackboard the text of "For You to Do." The children may read and follow the direction.

Page 94

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 94.

Re-use of Preparatory Book page 94

When the work of page 94 has been completed, and the dictionary cards on page 93 have been filed, the children may cut out the pictures on page 94 and find in preceding pages descriptive text for the pictures, or compose simple descriptive sentences. Each picture and the accompanying sentences may be pasted on a sheet of paper. The children may read the various descriptive sentences.

Alternate preparatory activities

The teacher may print the following text on the blackboard:

Jim sends Father a letter.
 Jim puts the letter
 in the letter box.
 Father gets the letter.
 Father is happy.

Which one sends the letter?
 Where did Jim put the letter?
 Which one gets the letter?

The children may read the material and answer the questions. They may then draw pictures to answer each question.

The teacher may print the following directions on the blackboard.

The farmer's house is white.
 The farmer's barns are red.
 The farmer likes a white house
 and red barns.
 Draw a white house for the farmer.
 Draw two red barns for the farmer.

The children may read the directions and draw the pictures.

Page 95

New Words

wife
 something
 eat

Minimum repetition

wife: *Preparatory Book*, page 95, 95, 95, 95, 95, 95, 95.
Jim and Judy, pages 106, 106, 108, 112, 117, 119, 119.
 something: *Preparatory Book*, page 95, 95, 95, 95, 95, 95, 95.
Jim and Judy, pages 107, 107, 111, 111, 113, 126, 126.
 eat: *Preparatory Book*, pages 95, 95, 95, 95, 95, 96, 96.
Jim and Judy, pages 107, 107, 111, 111, 113, 126, 126.

The teacher may follow the procedure suggested in the note to the teacher for page 95.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 95 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may work with small groups of children. The children may look at the pictures and the text in the co-ordinating exercise on page 95. They may read each sentence silently and select the sentence in each group which correctly describes the picture.

The teacher may print on the blackboard the text of "Draw Something for This Story" on page 95. The children may read the text silently and draw illustrative pictures.

Page 96

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 96.

Re-use of Preparatory Book page 96

The children may cut the text from page 96 and may paste each group of sentences on a sheet of paper and draw a picture to illustrate each group.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise on page 96 of the Preparatory Book. The children may read the groups of sentences and draw pictures for them.

Page 97

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 97. The exercise on page 97 constitutes a review exercise. The teacher should assist each child to diagnose his own difficulty. If additional work is needed with the new words, the child may select the words which should be reviewed. The teacher should allow time for this review before administering the vocabulary text on page 98.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at page 97 of the teacher's copy of the Preparatory Book. They may read each group of words and select the word which correctly identifies the accompanying picture. If a child has difficulty with any word, the teacher may make a note of it for him. The child may then plan any necessary review in order to master the word. Pupil-directed review is of great value.

Page 98

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 98. This page presents a test of vocabulary. The technique involved is the same as that presented on page 93. If the teacher finds it advisable, she may review the technique used. Since this is a test, she should not, however, tell a child the correct answer nor should she indicate whether he has marked the page correctly.

Since the teacher will wish to use the results of this test for diagnostic purposes, no re-use is suggested or advised for the page. This test will particularly indicate to the teacher the child's ability to examine a word closely in its entirety rather than to look at a single, and particularly the initial, part of a word.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 98 of the Preparatory Book. In view of the fact that the teacher will probably wish an objective record of each child's progress, it is suggested that the words in the second row in each box be numbered consecutively. The children may read each word in the first row and write on their papers the number of the identical word in the second row. The teacher should demonstrate this technique carefully. For this purpose it is suggested that she use the material in the three groups of words in the similar exercise on page 93 of the Preparatory Book. The teacher should make sure that the children understand what they are to do, but she should not influence the results by assisting the child in selecting the correct answer.

B. "JIM AND JUDY," PAGES 100-107

When the children have completed the work of Preparatory Book pages 89-98, or the corresponding alternate preparatory activities, the children are prepared to read pages 100-107 of *Jim and Judy*.

Page 100

Teacher: Do you remember that the black rooster thought he was the biggest animal on the farm? The farmer was going to tell Jim and Judy the story of the little black rooster. Look at the picture on page 100 in your book and find out whether this is the name of the story that the farmer will tell.

Pages 101-107

Teacher: Find the name of the first part of the story. The title is on page 101. Who can read the title? Do you think this part of the story will tell you about the rooster when he was a baby? Look at the picture on page 101. Can you find the picture of the black rooster when he was a baby? What color are the other baby chickens?

The story on pages 101 to 107 will tell you of an adventure the little chickens had. Read this part of the story silently and find out about their adventure.

The children may read the material silently.

Teacher: Look at page 101 again. Find the reasons why Mother Hen was happy.

Look at page 102. Find the reason why the man in the city wanted some yellow chickens.

Look at page 103 again. What is the name of this part of the story? Find the reason why the farmer had to send the little chickens away.

Look at page 104 again. Find the reason why the farmer did not put the little black rooster in the box.

Look at page 106 again. Find the reason why the farmer's wife put the little black rooster in the box.

Look at page 107. Who will read it aloud for us?

Unit III—Part 4

A. PREPARATORY BOOK PAGES 99-110 (PREPARATION FOR PAGES 108-120 OF "JIM AND JUDY")

Page 99

New Words

cry window

two rabbit

Minimum repetition

cry: *Preparatory Book*, pages 99, 99, 99, 99, 99, 101, 102.

Jim and Judy, pages 113, 113, 113, 114, 114, 149, 149.

two: *Preparatory Book*, pages 99, 99, 99, 100, 100, 100, 100.

Jim and Judy, pages 110, 110, 111, 115, 115, 116, 116.

window: *Preparatory Book*, pages 99, 99, 99, 99, 99, 100, 100.

Jim and Judy, pages 109, 109, 109, 110, 114, 114, 115.

rabbit: *Preparatory Book*, pages 99, 99, 99, 99, 99, 99, 100.

Jim and Judy, pages 111, 111, 114, 125, 125, 125, 125.

The teacher may follow the procedure suggested in the note to the teacher for page 99. When the children are working out the new word *rabbit*, the teacher may find an excellent opportunity to point out the need of looking at the initial sound of a word as well as looking at the picture which illustrates the word. The children may guess the word *bunny* instead of *rabbit*. The teacher may point out that the word *bunny* may be considered correct from the picture alone, but by noticing the initial letter and recalling its sound, the children will know that the word cannot be *bunny*. She may ask the children to guess another word which the picture illustrates. When they suggest the word *rabbit*, she may call attention again to the initial sound and point out that *rabbit* coincides with the picture and with the initial sound of the word printed under the picture.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 99 of the Preparatory Book. She may find or draw simple pictures to illustrate the new words *window* and *rabbit*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may work with small groups of children. The children may look at page 99 of the teacher's copy of the Preparatory Book. They may read each question and indicate how they would follow the directions.

If the teacher prefers, she may print the following directions on the blackboard:

Twinkle wants some supper.
 "I will cry for some supper,"
 said Twinkle.
 Draw Twinkle.
 Draw some supper.

Draw two rabbits.
 Make one rabbit white.
 Color one rabbit brown.

Draw a picture of a toy store.
 Draw some toys in the window
 of the toy store.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 100 of the teacher's copy of the Preparatory Book. They may read each pair of phrases and look at each pair of pictures. They may then indicate which phrase identifies each picture.

Page 101

New Words

gray	boy
cried	girl

Minimum repetition

gray: *Preparatory Book*, page 101, 101, 101, 101, 101, 101, 101.

Jim and Judy, pages 111, 111, 114, 126, 126, 126, 143.

cried: *Preparatory Book*, pages 101, 101, 101, 101, 101, 101, 102.

Jim and Judy, pages 112, 112, 112, 112, 114, 114, 134.

boy: *Preparatory Book*, page 101, 101, 101, 101, 101, 101, 101.

Jim and Judy, pages 116, 116, 116, 116, 124, 128, 129.

girl: *Preparatory Book*, page 101, 101, 101, 101, 101, 101, 101.

Jim and Judy, pages 115, 115, 115, 124, 128, 129, 131.

The teacher may follow the procedure suggested in the note to the teacher for page 101.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying sentences presented on page 101 of the Preparatory Book. She may find or draw simple pictures to illustrate the words *boy* and *girl*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the following incomplete story:

The gray cat wanted some supper.
The gray cat cried and cried.
He wanted something to eat.
But no one was home.

Jim and Dick went
to build an airplane.

The children may read the incomplete story silently and compose suitable and logical endings for the story. Although the ending should be plausible, the teacher may suggest that they be made as exciting and adventurous as possible. When the work has been completed, the children may make pictures to illustrate the stories which have been composed.

Page 102

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 102.

Re-use of Preparatory Book page 102

When the work has been completed, the children may cut the text from page 102. They may paste each group of sentences on Manila paper and draw pictures to illustrate each part of the story.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 102 of the Preparatory Book. The children may read the text silently and draw pictures to illustrate each part of the story.

Page 103

New Words

day

made

Minimum repetition

day: *Preparatory Book*, pages 103, 103, 103, 103, 103, 108, 112.*Jim and Judy*, pages 117, 123, 123, 123, 123, 126, 127.made: *Preparatory Book*, pages 103, 103, 103, 103, 103, 108, 108.*Jim and Judy*, pages 118, 125, 125, 127, 127, 127, 131.

The teacher may follow the procedure suggested in the note to the teacher for page 103.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 103 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the first co-ordinating exercise found on page 103, substituting the following directions:

Draw the wagon.

Draw a rabbit.

The teacher may print on the blackboard the text of the second co-ordinating exercise. The children may read each riddle and select the correct completing word. When this work has been completed, the children may illustrate the riddles.

Page 104

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 104.

Re-use of Preparatory Book page 104

The children may reread page 104 and select one or two riddles to illustrate. The pictures may be exhibited, and other children may guess which riddles are illustrated.

Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercise found on page 104 of the Preparatory Book. The children may read each riddle silently and select the word that the riddle is about. When this work has been completed, the children may draw pictures to illustrate the riddles.

Page 105

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 105.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found in the first co-ordinating exercise on page 105 of the Preparatory Book. She may number the words in each group. She may then read orally one word in each group and ask the children to find it. Various children may be selected to go to the blackboard to draw lines under the words the teacher has read.

The teacher may instruct the children to draw pictures of a cow, a calf, and a hen. She may print on the blackboard the text of the second co-ordinating exercise on page 105. The children may read the questions and follow the directions, using their own pictures. In this work the teacher should stress the comparative sizes of the hen, the calf, and the cow.

Page 106

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 106.

Alternate preparatory activities

The teacher may work with small groups of children. The children in each group may look at the

text and pictures on page 106 of the teacher's copy of the Preparatory Book. They may select the sentence which correctly describes each picture. The teacher may then print on the blackboard the correct sentences which have been selected by the children. The children may read each sentence silently and draw pictures to illustrate it.

Page 107

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 107.

Alternate preparatory activities

The children may plan individual farm pictures or a co-operative farm frieze for the classroom. The teacher should tactfully edit these suggestions and print them on the blackboard. As suggestions are recorded, they should be read by the children, and as further suggestions are made, the previous ones should be reread promptly to insure orderly thinking. This provides additional practice, too.

Page 108

No New Words

Page 108 constitutes a vocabulary test. The teacher should make sure that the children understand the technique involved in this test and, if necessary, may print groups of words on the blackboard to demonstrate the method of working out the exercise.

When the teacher is sure that the children understand the technique, she may read orally the following words, allowing ample time for the children to find the word and to draw a line under it:

chicken	egg	stick	people	tell
thank	yellow	airplane	wife	farmer's
milk	biggest	some	fun	had
than	letter	been	something	gray

When the work has been completed, the teacher may ask the children to use crayons of a different color and mark the following words as she reads them:

children	eat	store	peep	tomorrow
they	yes	animal	with	farmer
made	bigger	send	fun	here
then	little	bed	surprise	made

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found in the vocabulary test on page 108 of the Preparatory Book. Since the teacher will probably wish an objective record of each child's work, it is suggested that the teacher number the words. As she reads, the child may find the word on the blackboard and print its number on his paper.

Pages 109-110

No New Words

The teacher may follow the procedure suggested in the notes to the teacher for pages 109-110. The exercises on pages 108, 109, and 110 test the child's mastery of the vocabulary occurring on pages 85-120 of *Jim and Judy*.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at the exercise on page 109 of the teacher's copy of the Preparatory Book and indicate how they would mark each sentence.

The teacher may print on the blackboard the words found on page 110 of the Preparatory Book. The children may read the words and draw pictures to illustrate each word.

B. "JIM AND JUDY," PAGES 108-120

When the children have completed the work of Preparatory Book pages 99-110, or the corresponding alternate preparatory activities, they are prepared to read pages 108-120 of *Jim and Judy*.

Pages 108-114

Teacher: Let us look through the first part of our story before we go on with our reading. The story begins on page 100 and we have read to the bottom of page 107. Who will tell what has happened in the story?

The next part of the story begins on page 108. Turn to page 108 and find the title. This part of the story ends at the bottom of page 108. The next part begins on page 109. Find that title and read it.

The next part begins on page 110. What is the title of that part?

The next part begins on page 112. What is the name of that part?

We are going to read the next three parts of this story. Read each part silently and find out what happened to the little black rooster.

When the children have read the material silently, the teacher may ask the following questions:

1. How was the big city different from the farm where the little black rooster lived?
2. What did the man say when he saw the little black rooster?
3. What did the black rooster say to the man?
4. How many houses did the man have in the window of his store?
5. For whom was each house?
6. Look at page 112 and find all the reasons why the little yellow chickens cried and cried.
7. Look at page 113 and find the reason why the little black rooster did not cry.
8. Look at page 114 and find out why the little black rooster cried and cried.

Pages 115-120

Teacher: Now we are going to read the rest of this story about the little black rooster. What do you think will happen to him now?

This story ends on page 120. Read the story and find out what happened to the little black rooster. When the children have read the material silently, several of them may read it orally. The teacher may then suggest that the entire story be reread silently. The children may plan to dramatize the story.

BOOKS FOR THE LIBRARY TABLE

Easy books

AUTHOR	TITLE	PUBLISHER
Barlow.	<i>Fun at Happy Acres.</i>	Crowell.
Gates, Baker, Peardon.	<i>Nick and Dick.</i>	Macmillan.
Martin.	<i>Bob and Baby Pony.</i>	Scribners.
Pennell and Cusack.	<i>Playing with Pets.</i>	Ginn.
Tippett.	<i>Stories about Henry.</i>	World Book.
	<i>Henry and the Garden.</i>	

Books to read to the children

Dearborn.	<i>Country Days.</i>	Macmillan.
Flack.	<i>Angus and the Ducks.</i>	Doubleday.
Hader.	<i>Farmer in the Dell.</i>	Macmillan.
Holberg.	<i>Mitty and Mr. Syrup.</i>	Doubleday.
Kunhardt.	<i>Little Ones.</i>	Viking.
Orton.	<i>Bobby of Cloverfield Farm.</i>	Stokes.
	<i>Queenie.</i>	
Potter.	<i>Mrs. Goose and the Three-Ducks.</i>	Stokes.
Read.	<i>Grandfather's Farm.</i>	Scribners.
Stong.	<i>Honk, the Moose.</i>	Dodd.
Thompson.	<i>Cherry Farm.</i>	Stokes.

Poems to read to the children

- "The Wagon in the Barn," from *All About Me*, by Drinkwater (Houghton).
 "On the Grassy Banks," from *Ring-A-Round*, by Harrington (Macmillan).
 "The Cow," Taylor, from *Ring-A-Round*, by Harrington (Macmillan).
 "Minnie and Mattie and Fat Little May," from *Sing-Song*, by Rossetti (Macmillan).
 "The Cow," from *Child's Garden of Verses*, by Stevenson (Scribners).
 "Farewell to the Farm," from *Child's Garden of Verses*, by Stevenson (Scribners).
 "Milling Time," by Roberts, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Pasture," by Frost, from *Sung Under the Silver Umbrella* (Macmillan).

Suitable games

- | | | |
|-----------|--|------------|
| Bancroft. | <i>Games</i> (Barnyard Bedlam). | Macmillan. |
| | <i>Games</i> (Chicken Market). | |
| | <i>Games</i> (The Farmer Is Coming). | |
| | <i>Games</i> (The Fox and the Farmer). | |

Recommended films

- | | | |
|------------------------------|----------------------------|---------|
| <i>Farm Animals.</i> | Erpi Classroom Films, Inc. | 1 reel. |
| <i>Poultry on the Farm.</i> | Erpi Classroom Films, Inc. | 1 reel. |
| <i>Bunny Rabbit.</i> | Erpi Classroom Films, Inc. | 1 reel. |
| <i>Three Little Kittens.</i> | Erpi Classroom Films, Inc. | 1 reel. |

Chapter VI

DAILY LESSON PLANS FOR UNIT IV—"OFF TO SCHOOL"

Topic

The final unit of the Primer deals with several topics related to the work of the school. They are the first day at school, caring for pets at school, making a house, and telling a story. These topics offer a stimulus for valuable activities. The work of the fourth unit consists of pages 121-151 of *Jim and Judy* and pages 111-122 of the Preparatory Book which accompanies the Primer. The sequence of lessons is as follows:

Preparatory Book, pages 111-116 (or alternate preparatory activities)

Jim and Judy, pages 121-131

Preparatory Book, pages 117-122 (or alternate preparatory activities)

Jim and Judy, pages 132-151

The teacher will note that a group of pages in the Preparatory Book, or alternate preparatory activities, always precedes the reading of the material in the Primer. In view of the fact that the Preparatory Book pages, or the alternate preparatory activities, prepare the children with the necessary vocabulary and reading skills for successful reading, it is vitally important for the success of the program that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the Primer are read.

Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher:

1. *Topics for discussion, experience stories, etc.*

How I take care of my animal pets

How to train a dog

How to build a playhouse

What I like best about school
 Rules of conduct for the classroom
 How we care for our pets in school

2. *Things to make and do*

Make a book of pictures and stories about pets
 Visit a pet shop or a dog kennel
 Build a little house for the classroom
 Make a book of good stories for the library tables

Unit IV—Part 1

A. PREPARATORY BOOK PAGES 111-116 (PREPARATION FOR PAGES 121-131 OF "JIM AND JUDY")

Page 111

New Words

first	grade
school	Miss

Minimum repetition

first: *Preparatory Book*, page 111, 111, 111, 111, 111, 111, 111.
Jim and Judy, pages 123, 123, 123, 123, 123, 124, 124.
 school: *Preparatory Book*, page 111, 111, 111, 111, 111, 111, 111.
Jim and Judy, pages 121, 122, 123, 123, 123, 123, 123.
 grade: *Preparatory Book*, pages 111, 111, 111, 111, 111, 111, 112.
Jim and Judy, pages 123, 123, 124, 124, 124, 125, 127.
 Miss: *Preparatory Book*, pages 111, 111, 111, 111, 111, 116, 119.
Jim and Judy, pages 124, 124, 124, 125, 128, 128, 129.

The teacher may follow the procedure suggested in the note to the teacher for page 111. The teacher may find it advisable to remind the children that in the case of the last dictionary card the new word is the one that is underlined in the phrase under the picture.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 111 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following text on the blackboard:

This is the First Grade.
I am in the First Grade.
I go to school every day.
My teacher is Miss _____.

The children may read the material and draw a picture to illustrate the paragraph.

If the teacher prefers, she may work with small groups of children. They may look at the coordinating exercise on page 111 of the teacher's copy of the Preparatory Book and indicate how they would mark the picture in accordance with the direction.

Page 112

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 112.

Re-use of Preparatory Book page 112

The children may cut the text from page 112. They may then paste the groups of sentences on sheets of paper and draw a picture to illustrate each group.

Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise on page 112. The children may read each group of sentences silently and draw pictures to illustrate the groups of sentences.

Page 113

New Words

lives	door
roof	dog

Minimum repetition

lives: *Preparatory Book*, pages 113, 113, 113, 113, 113, 113, 114.

Jim and Judy, pages 128, 128, 131, 134, 134, 136.

roof: *Preparatory Book*, page 113, 113, 113, 113, 113, 113, 113.

Jim and Judy, pages 127, 127, 128, 131, 133, 136, 137.

door: *Preparatory Book*, page 113, 113, 113, 113, 113, 113, 113.

Jim and Judy, pages 127, 127, 128, 131, 133, 136, 137.

dog: *Preparatory Book*, page 113, 113, 113, 113, 113, 113, 113.

Jim and Judy, pages 130, 130, 136, 136, 136, 136, 136.

The teacher may follow the procedure suggested in the note to the teacher for page 113.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 113 of the *Preparatory Book*. She may obtain or draw simple pictures to illustrate the new words *door* and *dog*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Jim has a dog.
The dog lives in a dog house.
Draw a house for the dog.
Put a door in the house
so that the dog can go in.
Color the roof of the house red.
Color the house yellow.

Page 114

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 114.

Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Father made a little house
for Jim and Judy.
Draw a picture of the little house.
Make the roof gray.
Make the door red.

The farmer lives in a white house.
He likes a white house.
He wants a red barn.
Draw the farmer's house.
Draw a red barn for the farmer.

Page 115

New Words

about	blue
how	every

Minimum repetition

about: *Preparatory Book*, pages 115, 115, 115, 115, 115, 115, 122.

Jim and Judy, pages 129, 130, 130, 130, 130, 131.

how: *Preparatory Book*, pages 115, 115, 115, 115, 115, 116, 116.

Jim and Judy, pages 124, 124, 131, 136, 138, 138, 140.

blue: *Preparatory Book*, pages 115, 115, 115, 115, 115, 115, 116.

Jim and Judy, pages 125, 125, 127, 127, 128, 131, 133.

every: *Preparatory Book*, pages 115, 115, 115, 115, 115, 115, 117.

Jim and Judy, pages 126, 127, 134, 134, 135, 135, 148.

The teacher may follow the procedure suggested in the note to the teacher for page 115.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 115 of the *Preparatory Book*. When the children have worked out the new vocabulary, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a picture which tells
about a city.

Show some cars in the city.

Make every car blue.

Draw a picture which tells
about a farm.

Put two boys on the farm.

Put an X on every boy.

The teacher may follow the procedure suggested in the note to the teacher for page 116.

Re-use of Preparatory Book page 116

The children may cut the text from page 116 and paste the groups of sentences on a sheet of paper. They may then draw pictures to illustrate the groups of sentences.

Alternate preparatory activities

The teacher may print on the blackboard the text of page 116 of the Preparatory Book. The children may read each group of sentences silently and draw pictures to illustrate it.

B. "JIM AND JUDY," PAGES 121-131

When the children have completed the work of Preparatory Book pages 111-116, or the corresponding alternate preparatory activities, they are prepared to read pages 121-131 of *Jim and Judy*.

Page 121

Teacher: Let us look again at the first part of our book. Find the pages that tell the stories we have read—the stories about birthday surprises, about airplanes, and about fun at the farm. What part of our book are we going to read next?

Yes, the name of our next chapter is "Off To School."

Turn to page 121. You will find the name of our next chapter there, too.

The teacher should encourage the children to discuss the picture on page 121.

Pages 122-131

Teacher: The first story in this chapter will tell us about some of the things that Jim and Judy and their friends did at school. What is the name of the first story in this chapter? You will find the name on page 122. Do Jim and Judy look happy in that picture? Why do you think they are happy?

Read the first story and find out what it tells you about the things that Jim and Judy did at school. The children may read the story silently.

Teacher: We have read about the children's first day at school. Who went to school with Jim and Judy the first day? Why do you think Mother went to school with the children?

What pet did the children have in school? How did they take care of it? The pictures and the story will tell you how they took care of the rabbit. What did Judy name the rabbit? Why do you think she named him Gray Rabbit?

Teacher: Look at page 127. What did the children make at school? What color was the house? What color was the roof? What color was the door? What did Miss White say about the house? The answer to this question is on page 128. What did Judy say to Miss White about the house? What did Jim say?

Do you think we are going to read Jim's story? Do you think it will be a good story?

Enrichment activities

The children may reread the material in the unit and dramatize it. The children may make up stories about a little boy and a little girl and a little white house with a little red roof and a little blue door.

The children may tell how they cared for their pets at school or at home.

The teacher may read the poem "Rabbits," from *Under the Tent of the Sky*, by John E. Brewton (Macmillan).

Unit IV—Part 2

A. PREPARATORY BOOK PAGES 117-122 (PREPARATION FOR PAGES 132-151 IN "JIM AND JUDY")

Page 117

New Words

woods	let
find	us

Minimum repetition

- woods: *Preparatory Book*, pages 117, 117, 117, 117, 117, 117, 120.
Jim and Judy, pages 133, 133, 134, 137, 138, 140, 142.
- find: *Preparatory Book*, page 117, 117, 117, 117, 117, 117, 117.
Jim and Judy, pages 135, 135, 136, 136, 137, 138, 138.
- let: *Preparatory Book*, pages 117, 117, 117, 117, 117, 118, 118.
Jim and Judy, pages 137, 139, 141, 143, 145, 147, 148.
- us: *Preparatory Book*, pages 117, 117, 117, 117, 118, 118, 118.
Jim and Judy, pages 136, 136, 137, 138, 139, 140, 141.

The teacher may follow the procedure suggested in the note to the teacher for page 117.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 117 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may work with small groups of children. The children in each group may read the text of the co-ordinating exercise on page 117 of the teacher's copy of the *Preparatory Book*. The children may indicate how they would mark each picture in accordance with the directions.

Page 118

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 118.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at the co-ordinating exercise on page 118 of the teacher's copy of the *Preparatory Book*. The children may read each group of sentences silently and indicate the sentence which correctly describes each picture. When this work has been completed, the teacher may print the correct sentences on the blackboard and the children may read each sentence silently and draw pictures to illustrate the sentences.

Page 119

New Words

way
friends
met

Minimum repetition

- way: *Preparatory Book*, page 119, 119, 119, 119, 119, 119, 119.
Jim and Judy, page 137, 137, 139, 139, 141, 141, 143.
- friends: *Preparatory Book*, page 119, 119, 119, 119, 119, 119, 119.
Jim and Judy, page 138, 139, 140, 141, 142, 143, 144.
- met: *Preparatory Book*, page 119, 119, 119, 119, 119, 119, 120.
Jim and Judy, page 136, 138, 140, 142, 144, 146, 149.

The teacher may follow the procedure suggested in the note to the teacher for page 119.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 119 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 119, changing the directions to read:

Draw Jim.
 Draw Tags.
 Draw Jim's friend.
 Put an X on Jim.
 Draw a line under Jim's friend.
 Put a ✓ on Tags.

The teacher may print on the blackboard the material headed "For You to Do" on page 119. The children may read the material silently and draw a picture to illustrate it.

Page 120

No New Words

The teacher may follow the procedure suggested in the note to the teacher for page 120.

Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a house.

Color the roof red.

Make the door blue.

Draw Jim and his friend Dick.

Tags met Jim and Dick.

Draw Tags.

Jim said, "Which is the way home?"

Draw Jim's house for him.

Page 121

New Words

so

good-by

Minimum repetition

so: *Preparatory Book*, page 121, 121, 121, 121, 121, 121, 121.

Jim and Judy, page 135, 137, 139, 141, 143, 145, 148.

good-by: *Preparatory Book*, page 121, 121, 121, 121, 121, 121, 121.

Jim and Judy, page 151, 151, 151, 151, 151, 151, 151.

The teacher may follow the procedure suggested in the note to the teacher for page 121.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 121 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may work with small groups of children. They may look at page 121 of the teacher's copy of the Preparatory Book and select the sentence which correctly describes each picture. When the work has been completed, the teacher may print the correct sentences on the blackboard. The children may draw a picture to illustrate the correct sentences.

Page 122

No New Words

Page 122 constitutes a vocabulary test which tests the child's mastery of the vocabulary which appears on pages 121-151 of *Jim and Judy*.

The teacher should make sure that the children understand the technique involved in working out the exercise.

When the teacher is sure that the children understand how they are to mark the words, she may read aloud the following words:

door	first	us	grade	Miss
woods	hay	met	find	cows
friends	met	so	roof	blue
likes	something	about	make	every

When the children have marked these words, the teacher may instruct them to use crayons of a different color and mark the following words as she reads them aloud:

school	flew	dog	gray	milk
good-by	way	let	first	how
first	man	is	door	black
lives	good-by	animal	made	story

Alternate preparatory activities

The teacher may print on the blackboard the words in the vocabulary test presented on page 122 of the Preparatory Book. In view of the fact that the teacher will probably wish an objective record of each child's progress, it is suggested that she number the words consecutively. The teacher may read the words aloud, and the children may find the words on the blackboard. They may write the number of each word on their papers.

Pages 132-151

B. "JIM AND JUDY," PAGES 132-151

When the children have completed the work of Preparatory Book pages 117-122, or the corresponding alternate preparatory activities, they are prepared to read pages 132-151 of *Jim and Judy*.

Although this story is longer than those which the children have read before, they will be able to read it without difficulty and will be carried along by the interest and repetitive character of the story. It is recommended that the children be encouraged to read the story in its entirety without interruption. It is also recommended that the story be handled and presented as leisure reading. The children should read the story for fun, and no detailed discussions or questions need be presented. The children should not be required to read the story in the reading groups. They should be allowed to read the story as they wish and seated in some comfortable, pleasant spot. An informal atmosphere should be striven for in the presentation of this last story in the Primer.

Enrichment activities

When the children have completed the story, they will probably wish to dramatize it. A rather complex play may be made, or the teacher may encourage the children to make a puppet show. A committee should be appointed to handle the various problems of the dramatization, such as the selection of characters, deciding what each one should say, planning the place, costuming, etc.

BOOKS FOR THE LIBRARY TABLE

Easy books

AUTHOR	TITLE	PUBLISHER
Baker and Baker.	<i>Toots in School.</i>	Bobbs-Merrill.
Dopp, Pitts & Garrison.	<i>Little Friends.</i>	Rand McNally.
Elson-Gray.	<i>More Dick and Jane Stories.</i>	Scott Foresman.
Hahn.	<i>Billy and Frisky Stories.</i>	Houghton.
White and Hanthorn.	<i>Boys and Girls at School.</i>	American Book.

Books to read to the children

Brown.	<i>Piper's Pony.</i>	Scribners.
Bianco.	<i>The Good Friends.</i>	Viking.
Bryan.	<i>Tammie and That Puppy.</i>	Dodd.
De Brunhoff.	<i>The ABC of Babar.</i>	Random.
Flack.	<i>Angus and the Cat.</i>	Doubleday.
La Rue.	<i>In Animal Land.</i>	Macmillan.
Lattimore.	<i>The Clever Cat.</i>	Harcourt.
Leaf.	<i>Robert Francis Weatherbee.</i>	Stokes.
Lofting.	<i>Tommy, Tilly and Mrs. Tubbs.</i>	Stokes.
Quigg.	<i>Jean and Jon Are Six.</i>	Nelson.
Sickels.	<i>The Pet Parade.</i>	Scribners.
Woodward.	<i>Everyday Children.</i>	Oxford.

Poems to read to the children

- "Friends," from *All About Me*, by Drinkwater (Houghton).
 "A Nonsense Alphabet," by Lear, from *Sung Under the Silver Umbrella* (Macmillan).
 "Familiar Friends," by Tippet, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Shiny Little House," by Hayes, from *Sung Under the Silver Umbrella* (Macmillan).

Suitable game

Elliott and Forbush.

Games for Every Day (School Ball)

Macmillan.

Recommended films*Adventures of Bunny Rabbit.*

Erpi Classroom Films, Inc.

1 reel.

*Three Little Kittens.***Erpi Classroom Films, Inc.****1 reel.**

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Gates, Arthur Irving, 1890-.
The new work-play books

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